DOCUMENT RESUME

ED 211 845 CE 031 254

| | |
|---|---|
| AUTHOR | Guise, Harry W.; And Others |
| TITLE | We've Only Just Begun. A Comprehensive State VR Program and Policy System Through a Model Evaluation/Management Support Unit. Final Report. |
| INSTITUTION | Pennsylvania State Dept. of Labor and Industry, Harrisburg. Bureau of Vocational Rehabilitation. |
| SPONS AGENCY | Rehabilitation Services Administration (ED), Washington, D.C. |
| PUB DATE | Sep 81 |
| CONTRACT | 105-78-4009 |
| NOTE | 538p.; Some pages in the appended materials may not reproduce well due to light print. |
| EDRS PRICE | MF02/PC22 Plus Postage. |
| DESCRIPTORS | Agency Role; Case Studies; Demonstration Programs; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Field Tests; *Management Information Systems; Material Development; *Models; Organizational Development; Planning; Postsecondary Education; Program Development; *Program Evaluation; State Programs; *Statewide Planning; Use Studies; *Vocational Rehabilitation |
| IDENTIFIERS | Pennsylvania |

ABSTRACT

A three-year project was conducted in Pennsylvania to design and implement a comprehensive model evaluation management information and policy support unit within the state vocational rehabilitation (VR) agency. Five mandated project tasks were carried out to produce products that are necessary for program evaluation (PE). Proposed Federal Evaluation Standards were field tested; the functions of the PE section were conceptualized; techniques and methods of PE were developed and personnel were trained for PE; utilization techniques were developed and improved; and various resources were used to assist in qualitative review. At the completion of the three-year contract, 10 products were produced for use by a model VR PE unit. These products include case review studies, an annual plan for case reviews, client follow-up studies, a computerized system and procedures for identifying and reporting dollars saved through use of non-BVR resources, a technical assistance center, a profile analysis technique to be used as a management tool, a data base system, a program evaulation section organization handbook, a management information system, and guidelines for development of program evaluation plans. Evaluation of the project led to recommendations for refinements and recognition of the difficulty of the evaluation task. (The report is a narrative on ongoing activities, rather than a conceptual review of the project.) (KC)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

FEB 3 1982

# We've Only Just Begun

Pennsylvania Bureau
of Vocational Rehabilitation
Program Evaluation Section
Labor and Industry Building
7th and Forster Streets
Harrisburg, PA 17120

Model Evaluation State
U.S. Department of Education
Contract No. 105-78-4009
Executive Summary

Final Report

ED211845

CE031254

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION
Labor and Industry Building
Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

# A COMPREHENSIVE STATE VR PROGRAM AND POLICY SYSTEM THROUGH A MODEL EVALUATION/MANAGEMENT SUPPORT UNIT

## FINAL REPORT

George C. Lowe, Jr., Director
Pennsylvania Bureau of Vocational Rehabilitation

Contract: 105-78-4009

Prepared for:

Rehabilitation Services Administration
Office of Human Development Services
Department of Education
Washington, D.C.

September 1981

CE 031254

## ACKNOWLEDGMENTS

The staff of the Program Evaluation Section would like to thank the staff of the Pennsylvania Bureau of Vocational Rehabilitation who so generously contributed their time and effort to assist in making our contract a success.

Our thanks is also extended to all consultants and agencies throughout the country whose expertise and skill in many areas provided us with the ability to fulfill the mandates of our contract.

David Sigman developed the cover designs of executive summaries and final report. Stanley E. Portny critically reviewed the draft final report, assisted with formatting and wrote the executive summaries. West Virginia Rehabilitation Research and Training Center printed and bound the executive summaries and the final report.

Individual authors of segments of the final report were: Harry K. Guise, Andrew Chopak, Arthur Lingle, Leah Kuhns, G. William Schildt, Harold M. Seitzer and Donald E. Hossler. Typists were Tamara Parthemore and Susan Bechtold. Proof-readers were Leah Kuhns and Zelda Peters. Additional clerical assistance was provided by Kay Sanders throughout the contract years.

Program Evaluation Section Staff
September 1981

## PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION
## - PROGRAM EVALUATION SECTION

### STAFF

| | |
|---|---|
| Harry W. Guise | Project Manager and Administrator of Program Evaluation Section |
| *Andrew Chopak | Program Analyst III |
| *Donald Hossler | Program Analyst II |
| *Arthur Lingle | Management Analyst II |
| G. William Schildt | Statistician IV |
| Harold Seitzer | Statistician II |
| *Leah Kuhns | Administrative Assistant I |
| Tamara Parthemore | Clerk Stenographer II |
| Susan Bechtold | Clerk Stenographer II |
| Zelda Peters | Clerk Typist III |
| Richard Cohen | Case Service Evaluator |

* STAFF OF MODEL EVALUATION UNIT

# FOREWORD

In October 1978 the Program Evaluation Section of the Pennsylvania Bureau of Vocational Rehabilitation was awarded a three-year federal contract entitled "Comprehensive State VR Program Policy Systems through Model Evaluation/Management Information Support Unit". The goal of this contract was to develop model state program evaluation unit dimensions under a variety of circumstances, as a prelude to, and providing models for later nationwide implementation of evaluation capacity.

This document was written not from a conceptual point of view but rather as a practical day-to-day view of what happened and how it happened. It is our hope that this report will assist other agencies to enhance their current activities and develop new evaluation capacities.

If additional information is desired on any aspect of this contract, please contact: Mr. Harry W. Guise, Administrator, Program Evaluation Section, Bureau of Vocational Rehabilitation, 1318 Labor and Industry Building, Harrisburg, Pennsylvania 17120. Telephone: (717) 787-7312.

## TABLE OF CONTENTS

Acknowledgements ..... i
Pennsylvania Program Evaluation Section Staff ..... ii
Foreword ..... iii

I. Introduction ..... 1

II. Purpose and Objectives ..... 2

- A. Purpose ..... 2
- B. Project Objectives ..... 3

III. Contract Tasks and Accomplishments ..... 6

- A. Overview ..... 6
- B. Contract Tasks ..... 6
- C. Products at Completion of the Three-Year Contract ..... 8
- D. PA MEU Development Philosophy ..... 10

IV. Methodology ..... 14

Contract Tasks ..... 14

1. Organization, Planning and Monitoring ..... 14
2. Technical Assistance ..... 17
3. Working Relationships with Associated Organizations, Contractors, University Resources and Use of Consultants ..... 19
4. Evaluation of Field Testing of the New Program Evaluation Standards ..... 23
5. Administrative Monitoring and Organization of the Program Evaluation Unit ..... 27
6. Field Testing of the Facilities Information System ..... 27
7. Development of New Evaluation Capacity ..... 31
   - a. Sectional Organization ..... 34
   - b. Defined Terms Project ..... 35
   - c. Technical Assistance Center ..... 35
   - d. Staff Training ..... 35
   - e. Client Assistance Project Evaluation Plan Developed ..... 37
   - f. Review and Improvement of Pennsylvania BVR Management Information System ..... 37
   - g. Follow-Up Surveys of Vocational Rehabilitation Clients ..... 37
   - h. Similar Benefits ..... 40
   - i. Profile Analysis Technique ..... 43
   - j. Case Review Process ..... 44
   - k. Dissemination and Utilization ..... 45

V. Project Evaluation ..... 49

VI. Effectiveness and Efficiency of the Model Evaluation Unit and its Interface with Other Program Units ..... 85

VII. Model Evaluation Unit Capability of Providing Information Relevant to Internal State Agency Program Planning and Management Decision Making .................................. 90

VIII. National Dissemination and Utilization Activities during the Third Year ............................................. 98

IX. Presentational Dimensions of a State Vocational Rehabilitation Agency Program and Policy System Developed with the Use of a Model Evaluation Unit/Management Information Support Unit ................................................ 99

X. Conclusions .................................................... 103

## I. Introduction

Based upon national competitive bidding, Pennsylvania, on October 1, 1978, was awarded a three-year contract entitled "Comprehensive State VR Program and Policy Systems through Model Evaluation/ Management Information Support Unit."

Criteria for the six states awarded the contract are as follows:

1. One agency for the visually impaired - Mississippi Blind Agency
2. Five general or combined (general or blind) agencies in the following categories:
    A. Two small states (Section 110 budget for Fiscal Year 1978 - under $10 million) - Delaware and Oregon
    B. Two medium-sized states (Section 110 budget for Fiscal Year 1978 - between $10 million and $25 million) - Virginia and Michigan
    C. One large-sized state (Section 110 budget for Fiscal Year 1978 - over $25 million) - Pennsylvania

The legislative authority for developing this contract comes from Section 401 of the Rehabilitation Act of 1973 which mandates the Secretary of Health, Education and Welfare to measure and evaluate the impact of all programs authorized by this Act in order to determine their effectiveness in achieving stated goals in general and their impact on programs.

## II. PURPOSES AND OBJECTIVES OF THE CONTRACT

### A. PURPOSE

To design and implement a comprehensive model evaluation management information and policy support unit within six state vocational rehabilitation (VR) agencies. The model units will use evaluation data to support the processes of management policy and decision making, budgeting, program planning and development and program operations through direct linkages with the VR units responsible for those functions. These goals will be accomplished through the staffing of an evaluation unit with the ability to meet the objectives of: A) utilizing existing Rehabilitation Services Administration (RSA) directives and instruments; B) field testing and developing new RSA evaluation instruments and evaluation processes; C) developing additional evaluation capacity in the state agency program evaluation unit to go beyond traditional reporting particularly with regard to measuring client change resulting from the provision of rehabilitation services, and D) the capacity to respond, through development of relevant processes and projects, including revisions to information systems, to evaluation needs particular to the state agency. To accomplish these goals it is expected the evaluation unit, in connection with other administrative and program units, will develop the capability to assess management policy and information needs and provide evaluation data in a form and context appropriate to the identified needs.

The goal of RSA in this contract is to develop model state evaluation unit dimensions under a variety of circumstances, as a prelude to, and providing models for later nationwide implementation of evaluation capacity. The project is expected to demonstrate that given sufficient resources, state agencies, regardless of size, can develop effective evaluation systems. Model evaluation units will be established for each of the following administrative structures: A) one agency for the visually impaired; B) one umbrella agency, and C) three general agencies - on the basis of size: small, medium, and large. Pennsylvania was awarded the large state contract in October 1978.

## B. PROJECT OBJECTIVES

1. To develop a model of a comprehensive program and policy system linked by appropriate evaluation data which is suitable for various types of state VR evaluation units.

   A. To develop a strong evaluation unit that is capable of assessing management information needs and provide information to management. The information provided needs to relate to the efficiency of agency administrative processes, the achievement of agency objectives, and the effects services have on clients.

   B. To put the state agency program evaluation unit in an organizational (administrative) position so it is directly responsible and reports directly to the agency administrator.

   C. To employ in the model unit, personnel able to: 1) conceptualize agency information needs, plans and measurable objectives and use them in evaluation studies; 2) conduct evaluation surveys and other studies; 3) work with data processing; 4) analyze data; 5) create evaluation reports of great utility, and 6) work in pre-planned areas with agency personnel to assure the development and dissemination of evaluation information.

   D. To conduct studies of particular interest to individual states beyond data required for Federal reporting purposes.

   E. To develop a conceptual framework for program evaluation within the VR agency. Central to program and project evaluation is a two-year evaluation plan for the state agency which is updated annually.

   F. To achieve an evaluation unit that is open-ended and flexible. This will encourage the integration and/or development of new evaluation technology.

2. To field test and evaluate the effectiveness for state VR agency management of the revised standards for evaluation, and the facilities information system. The implementation of the facilities information system will be for the purpose of evaluating its effectiveness in potentially assisting and managing resources related to all medical and vocational facilities within the state from whom there is a certain level of purchase of service.

3. To build new evaluation capacity which can be generalized to other states such as the development of indicators of intermediate and end-process client outcomes, with related measures, to describe client change resulting from the provision of rehabilitation services (competency based client outcome evaluation). To implement into the state VR program new developments in evaluation capacity such as the rehabilitation indicators, weighted case closure, cost-benefit analysis and functional assessment scales, and other related projects.

4. To develop linkages for an internal (within the agency) and an external (between state agencies) communication, dissemination and utilization network.

   A. To provide a pre-planned level of technical consultation on evaluation topics. This will be for five purposes:

      1. To determine program and information needs and special study requirements by examination of the rehabilitation

process and consultation with agency personnel.

2. To conduct special studies (e.g., needs of the severely disabled, effectiveness of rehabilitation services) and by bringing these to administrative attention to help improve the agency's services impact.

3. To revise, as needed, and based upon thorough study, the state agency information system to support the program evaluation, planning, development, budgeting, program implementation and monitoring processes.

4. To have central and regional offices' staffs fully aware of the utility and potential of the model evaluation unit through reporting of plans and progress.

5. To bring, within two years, the degree of competency in program evaluation units to the planned level.

5. To develop an evaluation plan for the model unit for the purpose of guiding and monitoring the degree to which the objectives of the program evaluation unit and contractual objectives and tasks are met.

6. To estimate the manpower and budget needs of a model evaluation unit within the state agency, to indicate the state's ability and interest in maintaining the model unit beyond the contract period, and to indicate the objectives and other requirements of the model unit with a task implementation and timetable plan which will be regularly tracked by the state VR agency administrator.

# III. CONTRACT TASKS AND ACCOMPLISHMENTS

## A. OVERVIEW

The three years of MEU activity were marked by satisfaction and frustration. For Pennsylvania, Task 6 (Development of New Evaluation Capacity) was the most fruitful in terms of assisting Pennsylvania BVR. The entire Program Evaluation Section benefitted from the organized response necessary to respond to RFP's, deliverables, ad hoc MEU information requests, and development and refinement of contract products.

This document was written not from a conceptual point of view but rather a practical day-to-day view of what happened and how it happened. The staff persons most involved did the writing. As a result, this effort is straight-forward and to the point.

As you review this Final Report, the satisfactions and disappointments will become very clear. Overall the three-year contract had a very positive effect on the Pennsylvania BVR in general and the Pennsylvania Program Evaluation Section in particular.

## B. CONTRACT TASKS

The contract activities center around numerous tasks. These tasks are mandated objectives that were developed and implemented to produce products that are necessary in the utilization of program evaluation (PE).

The tasks relate to the following PE work activities:

1. One task was concerned with field testing of proposed Federal Evaluation Standards to be implemented on a national basis on October 1, 1982. The Federal Evaluation Standards will measure the efficiency, effectiveness, and impact of the rehabilitation program.
2. Three tasks were primarily concerned with conceptualization of the functions in our PE Section, monitoring and aspects of

managing the project.

3. Two tasks relate to refinement and development of methods and techniques of PE. Also development of PE organization and personnel capable of:
    A. Interpreting Agency information needs, plans and measurable objectives
    B. Conduct PE surveys and other studies
    C. Analyze data
    D. Work knowledgeably with data processing and information system
    E. Create PE reports of great utility
    F. Work in pre-planned areas with Agency personnel to assure development, dissemination and utilization of PE information
4. One task deals with improvement and development of dissemination and utilization techniques using the following as guidelines:
    A. Needs sensing
    B. Product development
    C. Dissemination
    D. Utilization
    E. Capacity building
5. The task of project evaluation subjects each task to qualitative reviews utilizing various resources.

The following have been utilized to assist in the development and implementation of these tasks:

A. Rehabilitation Services Administration
B. Federal Regional Office
C. Private contractors
D. Other states

E. Rehabilitation Research Institutes

F. Research and Training Centers

G. BVR field staff

C. PRODUCTS AT COMPLETION OF THE THREE-YEAR CONTRACT

1. Case Review Studies - Case Review Process is an individual case review concerned with the case service patterns within the rehabilitation process and provides information for use in program monitoring.

   This system was developed and is undergoing further refinement at both the administrative and technical levels.

2. Annual Plan for Case Reviews - This plan defines and details functions and responsibilities for conducting case reviews during a one-year period.

3. Client Follow-up Studies -

   A. Current Federal Program Evaluation Standards - retention of client benefits

   B. Current Federal Program Evaluation Standards - Client's satisfaction with PA-BVR services

   C. Life Satisfaction Survey - Client's satisfaction with PA-BVR services/client's satisfaction with life

4. Similar Benefits - Design of a computerized system and procedures for identifying and reporting the estimated dollars saved through the use of non-BVR resources as they relate to our clients.

5. Technical Assistance Center - This Center has been developed and is being maintained by the Program Evaluation Section, to assist PA-BVR personnel at all levels with technical assistance and information needs as they relate to all phases of vocational rehabilitation in the delivery of services to clients.

6. Profile Analysis Technique - This management tool which is currently being used by our District, Regional, and Central Office staff to monitor the delivery of services to clients is being refined and expanded from an outcome variable profile to a process, referral, and outcome variable profile.

7. Facility Data Base System - This involves the development of a computerized reporting system on all PA-BVR clients receiving services in rehabilitation facilities. Currently there is no information system to measure the performance of facilities as it relates to our clients.

8. Program Evaluation Section Organization Handbook - A major review of the Program Evaluation Section has been completed with the development of a handbook that outlines organization, functions and assignments. This management tool will be used by the Administrator of Evaluation to monitor the activities within his Section.

9. Management Information System - The System has the following functions:
   - A. Assessment to determine information needs
   - B. To determine if appropriate audience is receiving appropriate information
   - C. To determine if information is utilized and how
   - D. To determine methodology to be used in developing M.I.S.
     1. A review and assessment of Central Office utilization of PE Section products has been completed.
     2. Two other phases involving District and Regional Office staff utilization of products will be completed in the final year. The final product will be a directory of

technical assistance available from the PE Section.

10. Development of Program Evaluation Plans - Since all special projects now have a program evaluation component, the PE Section has designed a pre-plan for the Facilities and Grants Section's new projects on Client Assistance and Independent Living.

Each year of the three-year contract period has resulted in the continuous refinement and improvement of the products. Products developed and implemented prior to the contract were:

1. Case Review Process
2. Follow-up Studies
3. Profile Analysis

## D. PA MEU DEVELOPMENT PHILOSOPHY

In developing a Model Unit, one of our preliminary concerns was to structure this Unit in such a manner that it would have the greatest possible impact on the Agency's policy-making, planning, and program operations. The RFP required that the Unit look particularly at the "direct linkages" it had with the sections responsible for each of these functions within the Agency. In attempting to situate the Model Unit within the Agency's organization and to develop a "model" structure, it seemed important to consider the characteristics of the State Agency in terms of its organizational structure and hierarchy. The Pennsylvania Agency was awarded this contract in the category of a large agency (Section 110 fund over $25 million) and, with its size, the Agency possesses the characteristics of a large bureaucracy. The literature on organizational theory and structure (Porter, et al, 1975) suggests that a large organization attempts to maintain its existing state of equilibrium. Although we would argue that the Pennsylvania Agency is remarkably fluid and dynamic for its size, it must necessarily possess

18

some degree of this characteristic. Even though change could have been initiated in the organization through revolutionary methods, the existing Program Evaluation Unit as well as the prevailing management philosophy showed a clear preference for an evolutionary style of impact. This logically requires that the sources initiating change be present over some significant degree of time. Therefore, durability was considered to be a key element in establishing this Unit and structuring its functions so they would continue after the contract period.

In reviewing the RFP, it was clear that the federal government intended for the Unit to continue after the contract, and in fact required a commitment from the Agency that it would do so. Despite this condition to the contract award, as a result of economic changes that have occurred recently, there now appears to be some threat to the continuation of Program Evaluation both at the state and national levels. As Taylor (1979) indicated in his brief review of the development of Program Evaluation, this area is relatively new for rehabilitation agencies. Although the 1966 Amendments to the Rehabilitation Act are probably the first precursors of program evaluation in vocational rehabilitation, the 1973 Amendments clearly established this function within most agencies. However, problems with the Federal Program Standards, the ambiguity of mandating legislation as well as the defensiveness of many managers across the country, has led to continuing resistence to its operation. The latest legislation no longer specifically identifies program evaluation as a required component of VR operations and leaves its place ambiguous. When combined with the austerity of low state budgets at this time and the forecast for even greater cutbacks in the future, the utility and cost-effectiveness of program evaluation within state agencies is being closely scrutinized. Duration or even survivability becomes a germane issue for all program evaluation and is especially relevant for a model unit. However, this crisis also offers exciting opportunities for the model to clearly prove its utility and to demonstrate an ability to improve operations and make them more efficient in such pivotal times.

From the beginning it was felt that the Model Unit's impact and chances of its work being durable would be substantially increased if it could be closely tied to the existing Program Evaluation Section.

Several other factors were designed to insure the Unit's impact and durability. If a unit is to be accepted within an existing organization it should immediately begin to produce work that is of importance to the agency's recognized concerns and needs. In this instance, several projects were selected that required field studies, and the Unit's Case Service Evaluators were immediately put to work on them so that products were available within several months after the contract's initiation. In addition, selecting a Unit staff experienced in our Program Evaluation techniques and Agency operations was also useful in moving rapidly to an operational capacity.

Our experiences in constructing the Model Evaluation Unit suggest that this process was considerably more difficult and time consuming than had been previously thought. In particular, the need to focus on the design and structural characteristics of the Unit, both to increase its durability and to experimentally find the best organizational structure, required more conceptualization, organizational support, and participant commitment and flexibility than was anticipated. The payoff to both participants and the organization, however, was significantly greater than imagined. The long-term issue of durability and continuing impact appears to be a necessary consideration in the original design of the Model Evaluation Unit if it, in fact, is to endure.

We have, step by step, developed meaningful products that can be used by management and field personnel. Our commitment was to develop products that could be utilized by our Agency and other agencies our size.

The success or this objective can be measured by our Agency's utilization of our developed products.

# IV. METHODOLOGY

## CONTRACT TASKS

This section discusses the major areas of contract work as required by the federal contract. Each activity (Task) will be discussed in terms of requirements of the contract and accomplishments.

### 1. ORGANIZATION, PLANNING AND MONITORING

Requirements - This Task required the articulation and refinement of a conceptual framework (work plan and structure) for the Program Evaluation Section's functioning. Regular reporting of contract work and scheduled meetings with other State Model Units and federal contract officials were necessary to fulfill this Task obligation.

Accomplishments - Organization - A graphic description of the Agency organization prior to the contract (Appendix 1) and the Program Evaluation Section as structured for the contract is shown in (Appendix 2). Appendix 3 displays structure of organization as it now exists. The appendices emphasize the relative position and formal linkages of the Program Evaluation Unit within the entire Agency organizational structure.

Although the Program Evaluation Unit organization was shown as a separately functioning activity within the present Program Evaluation Unit organization, it did, in practice, function in an integrated manner with the existing Program Evaluation Unit. The interrelationship was further enhanced by the fact that the present Administrator of Program Evaluation was designated as the Project Manager of the Model Unit and has direct access to internal and external linkages.

The contract era structure had the advantage of giving special emphasis to grant activities while providing centralized management and budget control.

Planning and Monitoring - This segment of activity has allowed Pennsylvania to refine and thereby enhance its abilities in organizational aspects. We rapidly discovered that one can use all types of paradigms and organizational tables; however, if there is no real communication links the best paradigm will fail. As a result, our organizational structure and plan (conceptual framework) has not changed drastically, but rather has been improved in effectiveness. Of utmost importance to the Program Evaluation Section is support of Bureau activities in a timely and reliable manner. This is nurtured through interpersonal relationships and constant communication and feedback. The Program Evaluation Section strives to maintain a high level of efficiency and effectiveness through the above stated mediums. The fulfillment of a working conceptual framework is demonstrated in part in the article which is provided in MEU News, No. 1, June 1981 (Appendix 4), "Durability of Units."

The preparation of the Monthly Progress Reports and Advisory Committee Reports was timely and useful in recapping in a continuous way MEU work activity. Bi-monthly and Advisory Committee meetings were attended with the bi-monthly planning sessions encompassing sharing of ideas and planning strategies. These meetings revealed the diversity of the MEU's and the likelihood that a concensus on many matters may not always be possible.

Section meetings on a regular basis have allowed the monitoring of our organizational function to be accurate and timely. Interaction between Section staff is at a high level and most cordial thereby allowing adequate channels of communication to be sustained. This behavior emanates to all levels of the Central Office and field resulting in a most satisfactory method to operate.

The Operational Tracking System (OTS) for the MEU was developed over a period of months and resulted in increased awareness by staff of MEU responsibilities and facilitated timely planning (Appendix 5). Methods of the OTS were conducted with initial efforts toward constructing critical path analysis to form a well coordinated system to track and monitor MEU activities.

Four critical items for planning purposes were developed in the contract period: 1) an "Organizational, Functions, and Assignment Handbook" (Appendix 6); 2) a utilization plan for Case Service Evaluators (Appendix 7); 3) a document describing the Program Evaluation Section's goals and objectives (Appendix 8); and 4) a contract budgetary and fiscal system (Appendix 9).

Discussion - The first year resulted in planning and writing the conceptual framework. Changes were necessary in years two and three due to external delays of contract requirements and changes in thinking about how the Unit should function. A now retired MEU staff member did outstanding work in formulating organizational strategies to assist staff members who provide input to the functions of the inter-Unit and field contacts we make. The Pennsylvania Program Evaluation Section consists of highly creative and flexible individuals who adjust well to changes in the design and operation of work directed by the conceptual framework.

Pennsylvania enhanced its organizational skills by participating in the contract. More emphasis was placed on adequate needs sensing, planning, appropriate implementation and follow-up/feedback. The contract required staff members to work together more closely to accomplish various goals. The result was an increase in work productivity, creativity, and individual and group satisfaction.

Advisory Committee establishment came well after the contract had commenced work and initial planning had been completed. As a result, the impact of this group was not as beneficial as if they had been formed prior to the letting of the contract. All Advisory Committee and Monthly Progress Reports were completed in a timely manner.

## 2. TECHNICAL ASSISTANCE

Requirements - Basic technical assistance (TA) was to be supplied by West Virginia Research and Training Center (R&T), Berkeley Planning Associates (BPA), Walker and Associates/National Association of Rehabilitation Facilities (WA/NARF), and private consultants.

R&T was to offer TA in pretesting of standards and Facilities Information System (discussed later), to define efforts to develop new evaluation capacity, to describe efforts to disseminate and utilize products, and revisions of evaluation plan.

BPA was to supply TA in the area of field testing of performance, procedural and project standards (discussed later).

WA/NARF was to provide TA in the field testing of the Facilities Information System.

Accomplishments - The work of BPA and WA/NARF are discussed later in this section.

We have utilized the services of R&T for TA. Several Program Evaluation Section meetings were held in late Fiscal Year 1979 to determine how best to use R&T. As a result, Fiscal Year 1980 resulted in several visits as outlined in Appendix 10. R&T visits in Fiscal Year 1981 were made by: Dr. Nan Brenzel in her role as coordinator of various activities; Dr. Dave Molinaro, Training Specialist, assistance in the art of dissemination and utilization; Dr. Don MacLaughin, Research Instructor, assistance in areas of EDP utilization; Dr. Meng-Shu Tseng, Research Associate, assistance in statistical analysis; Myra Harris, Graduate Assistant, assistance in utilization of cross tabulations for Standards 6 and 9; and Dave Whipp, Audio

Visual Specialist, who produced a slide tape on the functions of our Section. Additionally, Elizabeth Pan of the Institute for Information Studies was contracted by R&T to train our MEU in the establishment and use of filing systems.

Because of heavy contract-related work, we were not always able to utilize R&T appropriately. However, we now know the types of assistance they can provide and desire to utilize them more effectively in the coming years because of their specialization in the field of Program Evaluation.

Unfortunately the coordinating contract was awarded well into the contract and as a result, Pennsylvania could not benefit completely from the sources available through R&T.

Discussion - This Task required work with R&T, Walker and Associates (WA), National Association of Rehabilitation Facilities (NARF), and Berkeley Planning Associates (BPA). Pennsylvania viewed these bodies as definite providers of needed information and assistance. Pennsylvania approached each in a manner that would hopefully lead to a conducive and meaningful working relationship. All of the above were not involved in the first year of contract work due to late awarding of contracts by the Rehabilitation Services Administration (RSA). As a result, Pennsylvania was left in a frustrating situation in the first year with contract requirements but a lack of TA. The first year was spent in planning many "what if" situations in order for Pennsylvania to be responsive in the three years allowed to fulfill the contract. BPA - Pennsylvania feels the organization did the best they could under the circumstances. Linda Barrett got the BPA work off to a very good start. J. Mark Rogers succeeded her and tried to get as much input as possible from the states. Basically, the TA provided was substantial and helpful as well as the effort. WA - Initial contacts were enthusiastic and optimistic. However, when NARF got the contract for the field test of Vocational/Medical Facilities Reporting System (Task 5) it was unclear to Pennsylvania who would provide TA between WA and NARF. When Pennsylvania decided not to conduct field tests because of lack of federal OMB approval of the forms, we received little guidance. Slowly that segment of the contract lost its optimism. It appears to Pennsylvania that WA's use as a contractor rather than a sub-grantee may have provided more leadership to accomplish the Task. R&T - Because the coordinating contractor started functioning only in the second year, Pennsylvania did much of the planning in the first year. As a result, second and third year coordination by R&T was helpful but would have been more so if awarded before the first year. We received good TA from R&T on: computer software training, and utilization of Morgantown EDP facility, and the development of a Pennsylvania slide tape show.

3. WORKING RELATIONSHIPS WITH ASSOCIATED ORGANIZATIONS, CONTRACTORS, UNIVERSITY RESOURCES AND USE OF CONSULTANTS

Requirements - Establishment of continuing working relationships with the following organizations was encouraged: University of Michigan Regional Rehabilitation Research Institute (RRRI), Arkansas Research and Training Center, West Virginia Research and Training Center (R&T), Abt Associates, and other selected consultants to assist in areas of contract work.

Accomplishments - Contact has been established with all of the following: Arkansas R&T; West Virginia R&T; University of Michigan; Research Utilization Laboratory at ICD; Abt Associates; San Diego State University; Walker and Associates; Berkeley Planning Associates; other MEU states; National Association of Rehabilitation Facilities; Pennsylvania Association of Rehabilitation Facilities; Human Interaction Research Institute (HIRI); Oklahoma Rehabilitation and Management Program; National Rehabilitation Information

Center (NARIC); Project SHARE; Oklahoma State Clearing House on Training Materials; and various contacts with the Rehabilitation Services Admnnistration. Consultants utilized were: Stanley Portny of Stanley Portny Associates, Inc.; John Muthard, University of Florida RRI; David Sigman and Paul Games, Pennsylvania State University. These contributors are cited throughout this document for their assistance.

Technical assistance in dissemination and utilization strategies was provided by Muthard, Sigman, Portny, NARIC, Oklahoma State, RUL-ICD, and HIRI.

Initial contact was made with Linda Barrett of BPA in October of 1978. Discussion with BPA indicated that RSA had not yet awarded their contract.

Miss Linda Barrett spoke with the Model Units' staff at a bi-monthly project meeting held in January 1979, regarding plans for the field testing of the Revised VR Program Evaluation Standards. In March of 1979 a meeting was held with Linda Barrett and the PA Evaluation staff, discussing issues and plans for the field testing of the Revised VR Program Evaluation Standards.

Initial contact was made with Bruce Maloof representing Abt Associates in October 1978. At that time, it was learned that Abt Associates planned to meet with the Model Units in Spring of 1979. In June 1979, our Principal Investigator met with the Model Units to provide input on the RSA Information System by participating in an Invitational Symposium sponsored by Abt Associates. Our State Agency was present at a RSA Region III Program Evaluation Forum to hear Charles Cole's (Abt Associates) presentation.

Throughout the three years of the contract, contact has been maintained with Walker and Associates and/or National Association of Rehabilitation Facilities (NARF).

The initial contact with Walker and Associates was at the first project meeting in October 1978. A subsequent meeting was held in April 1979. At this meeting a discussion of preliminary plans and issues related to the field test of the Facilities Information System was conducted.

Further contact was limited until January 1980. At that time a meeting was held with representatives of NARF (contractor for the field test), Walker and Associates, state rehabilitation facilities, the Pennsylvania Association of Rehabilitation Facilities (PARF), and the Bureau. At this meeting several programmatic areas were discussed. These areas included: 1) number of facilities; 2) types of facilities; 3) training; 4) dates of field tests, and other topics.

Training was conducted on two separate occasions. Once in May and once in June 1980. The field test started in July 1980. However, since the forms to be used during the field test had not been approved by OMB, we chose not to participate.

Since that time, very little contact has been maintained. One subsequent meeting was held in February 1981. At that meeting, the results of the field test were discussed.

Discussion

University of Michigan Regional Rehabilitation Research Institute (RRRI) - Contact was made and several discussions were held, however, it became clear that collection, design of instruments and analysis techniques were, in most cases, similar to Pennsylvania's present efforts.

Arkansas Research and Training Center - Contact resulted in contracting with David Sigman to assist us in several dissemination and utilization strategies.

West Virginia Research and Training Center (R&T) - Utilization occurred here in several technical areas (EDP, filing, dissemination and utilization).

Abt Associates - Contacts with Abt made it appear they wanted our input, however, it was clear that formalized channels were not available for input and feedback was almost non-existent. This factor was probably due to changing personnel at Abt.

ICD - A field visit was conducted and discussion of dissemination and utilization (D&U) strategies, techniques, and operation of their library occupied the visit.

San Diego State University - Coordination with the institution occurred on the Case Review Schedule Training.

Walker and Associates, Berkeley Planning Associates, and National Association of Rehabilitation Facilities - discussed later.

HIRI - Utilization of Thomas Backer in D&U skills.

NARIC - Continued assistance in the development and enhancement of our vocational rehabilitation library.

Project SHARE, Rockville, Maryland - Site visit to view their D&U activities.

Oklahoma State Clearing House in Training Materials - Utilization to enhance our vocational rehabilitation library.

Consultants utilized through the contract were Linda Barrett, Stanley Portny, Paul Games, David Sigman and John Muthard. We are very pleased with the work completed with these individuals.

Stanley Portny - Utilized in areas of D&U, technical writing, assistance in final report and executive summary formatting, development of conceptual framework and other program evaluation strategies utilized in the three years of the contract.

John Muthard, University of Florida RRI - Assisted in molding D&U strategies.

Paul Games, Pennsylvania State University - Worked with staff on further development of our Profile Analysis Technique (PAT).

David Sigman - Assisted in formatting and design of final report appendices and executive summaries cover pages.

## 4. EVALUATION OF FIELD TESTING OF THE NEW PROGRAM EVALUATION STANDARDS

Requirements - Field test the above Standards, completion of independent analysis and critical review of Berkeley Planning Associates final report on Standards work.

Accomplishments - The activities of this Task required that Model Units work with a Federal Contractor (BPA) who was to be responsible for providing technical direction and coordination in the field testing of the New Program Evaluation Standards. Since no federal contract was awarded for this Task during the first year, the primary work by PA MEU for the first year involved planning, conceptual analysis, and review of all federal literature ("The VR Program Evaluation Standards: Final Report", and "Projects Standards for RSA Discretionary Programs: Final Report") and all Berkeley Planning Associates (BPA) working papers on the subject.

Several presentations were made by BPA at the bi-monthly meeting to the Principal Investigator and Project Manager in anticipation that this firm would eventually be awarded the federal contract. Also in anticipation of this contract, meetings were held with our Model Unit's staff and Linda Barrett of BPA to discuss an approach to the Standards Contract. Pennsylvania familiarized the firm with its current techniques and methodologies in approaching the collection of data for the Standards and with our data analysis and processing capacity. In this meeting, Miss Barrett discussed both the Program Evaluation Standards and Project Standards with Pennsylvania staff presenting a detailed analysis of possible problems in data collection and analysis, and electronic data processing implications of each of the projected New Standards. Since a Case Review Process was anticipated as part of the requirements for the New Program Standards, a similar meeting was held with a representative of San Diego State University, Jim Tunstall, in anticipation that their Case Review System would be field testing in our State.

The Program Performance Standards' data collection efforts involved collecting supplementary R-300 type information on a sample of 100 clients recently accepted for BVR services and a separate sample of 502 recently closed clients. The latter group was also mailed a closure survey and the two hundred sixty one 26 closures received a six-month follow-up survey. In addition, a separate sample of one hundred two 26 closures from the first quarter of 1979 was mailed a one-year follow-up survey. The only delay experienced by our State in the implementation of these activities was in receiving the one-year follow-up survey questionnaire from West Virginia R&T. Our State completed this data collection activity by the middle of May 1980, submittal deadline. The only data collection activity not completed at that time was the six-month follow-up survey which was due for submittal to Berkeley Planning Associates on November 15, 1980.

The data collection efforts for the Program Procedural Standards evolved into a two-phase activity. The first phase required the training and application of the San Diego State Case Review Schedule to 120 closed cases in our State. In addition, the BPA timeliness assessments of the same cases were completed. This phase was completed in February 1980 and the compliance analysis was presented to our State in May 1980. Reprocessing the data to respond to the Procedural Standards' data collection effort required the training and application of BPA's R-300 verifications instrument. This activity was completed during May 1980. Data processing preparations were completed and the original source documents were mailed to BPA.

Pre-test assessments have been conducted at every stage of the training and data collection effort to date. In addition to collecting the data for the Performance and Procedural Standards and conducting an internal analysis of the information we gathered, we monitored the expenditure of time across specified activities related to the pre-test.

The Project Standards' data collection effort involved the identification and cooperation of nine projects located in the Model Evaluation Units States. Our State had two of the nine discretionary projects: 1) Skills Training and Enhanced Placement and 2) Extended Evaluation Training Project for the Severely Disabled. A Model Unit person had liaison responsibilities for form completion. To date, our two projects have completed the Project Planning, Progress Reporting, and Evaluation Outcome forms, as appropriate. The Project Checklist was completed by a member of our Evaluation Unit. Based on pre-test assessment telephone interviews conducted by BPA, the instruments were revised and reformatted prior to application in the 100-project sample, in which Pennsylvania has two more discretionary projects.

On July 31, 1980, "Pennsylvania's Independent Analysis of Data for the Proposed Evaluation Standards" was submitted to our RSA Project Officer and Contracting Officer. At the end of November 1980, we received BPA's analysis of the Standards. At that time we compared their analysis to our State's analysis. In December 1980, Mark Rogers, from BPA, visited Pennsylvania to discuss our reaction to BPA's analysis of the Standards. In May 1981, BPA disseminated a "Report on the Pretest of the Revised Vocational Rehabilitation Program Standards." We reviewed that report and on June 26, 1981, disseminated our comments, entitled "PA Critical Review of the BPA Program Standards Report" (Appendix 11). In addition, we tabulated the results of the Six-Month Follow-Up Survey for the data that was submitted to Berkeley Planning Associates on November 15, 1980 (Appendix 12). Our final activity in this field testing of the Program Evaluation Standards will be to review BPA's training and guidance materials, which will be used to facilitate implementation of the Standards by users of the Program Evaluation Standards System.

Discussion - The major activities of field testing the Program Evaluation Standards and the Project Evaluation Standards centered around the Performance Evaluation Standards. The players involved in the Performance Standards field test for Pennsylvania included BPA, R&T and the Pennsylvania MEU. Overall, our State participation in the field test of the Performance Evaluation Standards was an exhaustive undertaking. We gave this field testing our best shot and hoped that the other MEU's did the same. Since the impact of what comes out of this field test will live with all of us for years to come, we didn't want any state agency to say that Pennsylvania was involved in an activity that failed.

The field test of the Procedural Standards was divided between the San Diego Case Review Instrument and their staff and the R-300 Verification Review, with Linda Barrett from BPA.

The field test of the Project Standards was an activity that didn't take much time because we felt that these Project Standards were new and would have to go through many revisions before they became law. We just did what

what was expected of us.

If any of these Program Standards can act as an agent to improve agency performance, these field test activities have been worth the effort.

## 5. ADMINISTRATIVE MONITORING AND ORGANIZATION OF THE PROGRAM EVALUATION UNIT

Section meetings on a regular basis have allowed the monitoring of our organizational function to be accurate and timely. Interaction between section staff is at a high level and most cordial thereby allowing adequate channels of communication to be sustained. This behavior emanates to all levels of the Central Office and field resulting in a most satisfactory method to operate.

The Operational Tracking System (OTS) for the MEU was developed over a period of months and resulted in increased awareness by staff of MEU responsibilities and facilitated timely planning, see Appendix 5. Methods of the OTS were conducted with initial efforts of constructing critical path analysis to form a well coordinated system to track and monitor MEU activities.

Three critical areas for planning purposes were developed in the contract period: 1) an "Organizational, Functions, and Assignment Handbook", see Appendix 6; 2) a utilization plan for case service evaluators, see Appendix 7; and 3) a document describing the Program Evaluation Section's goals and objectives, see Appendix 8.

## 6. FIELD TESTING OF THE FACILITIES INFORMATION SYSTEM

Requirement - This Task involved field testing in each of the six Model Evaluation States in 1980. Independent analysis of data generated and an actual review of the Walker and Associates/National Association of Rehabilitation Facilities Comparative Analysis was to be performed by Pennsylvania.

Accomplishment - The purpose of this Task was to engage in activities necessary to field test the Vocational/Medical Facilities Reporting System designed by Walker and Associates. As in previous Tasks, the activities involved required that the MEU work with a Federal Contractor, who was to be responsible for providing technical direction and coordination in the field testing of this System.

The federal contract for the field test was to have been awarded during the first year of our contract. However, the awarding of the contract did not occur until the second year. Because of this delay, only conceptual analysis planning and review of the appropriate literature was done during the first year.

In order to maintain appropriate lines of responsibility within the Agency, the details of this work were performed by the Facilities and Grants Management Section. This was done under the direction of the MEU. A thorough review of the System, and its potential uses, was conducted by the FGM Section and a conjoint analysis was conducted with the MEU. The results of that analysis suggested the following problem areas:

1. The recording method does not separate program services if the client spends time in more than one area. For instance, most clients receive vocational evaluation upon entering a vocational facility program. However, they spend most of their time in vocational training and adjustment. From looking at the report instructions, it appears that the shorter program, evaluation, would not be recorded. The review of data over a period of time would imply that clients are put into programs without prior evaluation services. This situation would also lead to statistical nonsense when the number of clients receiving evaluation services and the diagnostic dollars spent in facilities are compared. The number of clients would be extremely low compared to the dollars spent.
2. There needs to be some space for recording state licensing status, as well as accreditation status.

3. There was a general concern that facilities will be hostile to the widespread implementation of this report format unless it is concurrently linked to a MIS endorsed by the facilities. Our particular State has the smallest minority of clients, so we doubt that facilities will be willing to keep the kind of records necessary to complete the reporting form.
4. From our current experience, few facilities have the data base to supply the information. Therefore, reliability measures may need to be added to assure that superflous numbers are not used as data.

The MEU and FGM Sections met with a representative of Walker and Associates in anticipation that the award of the contract would be made to their company. In this meeting, we received an overview of the Reporting System. Our analysis of possible problem areas in the collection and analysis of the data was also presented.

In February 1980, a pre-planning meeting was held with representatives of Walker and Associates, NARF (Contractor), PARF, Facilities, and the State Agency. The meeting was held to determine the breadth and scope of the field test.

Working with PARF, after the meeting a list of facilities to be used, with alternates, was developed. The facilities selected were queried to ascertain their feelings about participating in the field test. Once the facilities were selected, training dates and sites were arranged. Training was conducted at two sites: Harrisburg in May 1980, and Pittsburgh in June 1980.

The field test began July 1, 1980. However, because the forms used in the field test were never approved by OMB, we decided that it was not in our best interest to participate. Since we did not participate, PARF handled the field test activities for Pennsylvania.

Due to a limited response by the facilities agreed upon by the State Agency and PARF, PARF decided to select some additional facilities who were not on the original list. This was done despite objections from our Agency.

The field test was conducted from July 1 through December 31, 1980. At the completion of the field test, an analysis was prepared and submitted. A copy of the analysis is presented in Appendix 13.

The main objective of the field test was the development of a system designed to meet the information needs of facilities, state agencies, and the federal government. However, since we feel that the system developed meets the information needs of only the federal government, we are in the process of developing our own system.

At the present time, we are working with the Facilities and Grants Management Section to identify all facilities with whom we have a working agreement. At the same time, we are developing a coding system that will identify each facility by type. Eventually each client in a facility will be identified by facility.

Discussion - The purpose of the Facilities Information System (FIS) was to provide information to facilities, state agencies, and the federal government concerning activities of facilities. After reviewing the forms to be used and the appropriate literature and after the field test, we concluded that the information would benefit only the federal government.

The field testing of the FIS was to have begun during the first year of our contract. However, due to delays on the part of RSA in awarding the contract, the field test did not start until the end of the second year (July 1980). This created problems for the states in that money budgeted for the first year could not be used. This money was lost to us because it could not be carried over into the second and/or third year of our contract.

At first, the quality and quantity of technical assistance was very good; however, as the project continued it began to diminish. Until the contract for the field test was awarded to NARF, Walker and Associates was keeping us updated as to events taking place and any revisions being made.

Once the field test was completed, several conclusions were reached concerning the FIS. They are:

1. The 90-day follow-up is not applicable to medical facilities. This is because once a client leaves the facility, no further contact is maintained.
2. The data collected may not be valid. This is due to the fact that facilities with small VR populations do not keep the type of information required. Also, the staff requirements are such that it does not allow for the collection of the information.
3. The information collected does not meet the needs of the facilities and the State Agency.
4. The coding used on the forms is not consistent with current RSA coding.

## 7. DEVELOPMENT OF NEW EVALUATION CAPACITY

Requirements - New types of capacity consistent with, and built on, existing capacity was to be developed. Continued refinement and enhancement of Bureau activities was encouraged.

Introduction - One of the primary areas emphasized in the initial federal request for proposals, "Development of a Model Evaluation/Management Information Support Unit", was to "build new evaluation capacities which could be generalized in other states..." and "implement into the State Vocational Rehabilitation Program new developments in the VR capacity..." It is our intention to emphasize areas of basic and applied research which both meet the specialized needs of this Agency and simultaneously involve the application or development of techniques which should be generalizeable to many rehabilitation agencies or settings across the country.

The development of this plan rests upon review of the literature in program evaluation meetings with consultants and recognized experts in the field and particularly upon a series of need assessments which have been conducted continuously over the past several years but more intensively since the advent of this project with Bureau personnel. The fundamental methods for these assessments have been intensive contact with key administrators at both the State, Regional, and District level in order to determine their perceived needs in an ongoing framework. As needs were recognized at these levels or generated by specialized new programs or administrative requirements, programs have typically been designed to meet the informational or management requirements generated by them. The development of this project and the articulations of a conceptual framework have allowed this process to be enhanced through the statement of a logically constructed system which identified areas in which new needs can be anticipated or forecasted before they arise as perceived problem areas. As work has proceeded and as certain specialized problems have arisen, it has been possible to specify the needs for the Agency's research in evaluation more specifically.

Particularly germane was the establishment of a coordinating contractor and advisory committee which had been projected for the first year of the project's operation; however, only started in the second year. Since these groups are federally funded and their role in the original RFP specifies that they shall have direct input into all evaluation development, their impact and direction was late.

A flexible and open-ended evaluation capacity was developed; able to integrate new knowledge and techniques into the current system so that the best possible information is available for management support, policy and program development and evaluation. The development of evaluation capacity involves two primary emphases: the development of staff capacity and the development of program capacity. Such activities are inextricably related to the development of the capacity of this staff itself and contingent upon the specific training and skills which have been acquired by individual staff members.

It was determined that certain principles should be emphasized throughout the project to guide us in the activities selected for emphasis. These include:

1. Agency needs are related to evaluation objectives.
2. Quality is assured in evaluation data.
3. New evaluation program areas will be developed.
4. Evaluation programs will have nationwide implication with a potential for use by all states.
5. Evaluation programs will be consistent with and built upon existing evaluation capacity.
6. Evaluation programs will be flexible to allow for changes in laws, policy, and continuous updating of the evaluation programs.

In reviewing those areas originally projected for development, it was found that the studies suggested met the principles outlined and we intend to continue as originally projected. These studies are shown schematically and broken down into the development of increased capacity of present evaluation programs (Appendix 14) and the development of new evaluation capacity

(Appendix 15). In the following pages, a brief overview of each study is given and, in certain instances, supporting detail or methodology is provided in attached Appendices as noted.

Discussion - Great satisfaction was derived from working on this Task. The development and refinement of the products in this Task were completed in a well-planned manner. Before any activity was undertaken, needs sensing was conducted. This thoughtful first step was a direct result of dissemination and utilization training received by several staff members from Thomas Backer, early in the contract.

As a result, the activities completed were generally welcomed by administrators, Central Office, and field staff. In particular, we are pleased with the expansion of our Similar Benefits Pilot Project and the Case Review Process. Streamlining the "request for information procedure" was viewed as very positive also. Another extremely successful activity was development of the Technical Assistance Center which is widely utilized.

Intangibles are the skills and training acquired by the staff as they functioned in duties necessary for success. Contacts with consultants and other professionals presented new stimuli and created a real learning environment for staff members.

### a. SECTIONAL ORGANIZATION

This Task was planned and developed through the three years of the contract. Initially placement of the Program Evaluation Section, on an organizational chart, appeared to be very important. However, we found that contract work enhanced our ability to communicate in an effective manner with all levels of the Bureau. Contract work helped us realize that interpersonal dynamics were more important than physical location of a unit or section to the Director. Our final functioning as a Section culminated in the "Program Evaluation Section - BVR - Organization, Functions, and Assignment Handbook", which has sections included in Appendix 6.

b. DEFINED TERMS PROJECT

As the contract work activity progressed, it became apparent that consolidation of all terms used in day-to-day MEU functioning would be helpful. As a result, a now retired MEU staff member shouldered the responsibility of organizing terms used, defining them, using group input, and developing the final product as a "Glossary of Evaluation Terms", which is included in the "Program Evaluation Section - BVR - Organization, Functions, and Assignment Handbook" (See Appendix 6).

c. TECHNICAL ASSISTANCE CENTER

The Program Evaluation Technical Assistance Center was established as the result of Pennsylvania BVR receiving this federal contract which mandated that a library dealing with program evaluation be developed. However, as the work progressed it became apparent that there was a need for a more extensive library which would serve our entire Bureau. As a result, the Program Evaluation Section Library has approximately 2,100 holdings covering many areas of vocational rehabilitation including new rehabilitation trends, current legislation, specific disabilities, assistive devices, etc. Since its inception in January 1979, the library has disseminated over 1,600 articles and books to the staff of the Pennsylvania BVR for their use. It has proven to be a useful soruce of information for our staff and a means by which they can obtain current information in the field of rehabilitation. Appendix 16 gives details on the methodology used to eatablish the library, the services it provides and the means by which material is disseminated to the users of the library.

d. STAFF TRAINING

Staff training of the MEU was conducted in a variety of ways. During the first two years emphasis was on individual and group training. A needs assessment of training for staff was conducted by West Virginia Research and Training Center; however, its dissemination by R&T was not timely. As a result, Pennsylvania, basically, for the first two years guided its own training and the third and final year resulted in some utilization of the R&T training needs assessment. These delays can be tracked to the late awarding of the coordinating contract.

Courses taken by members of the unit were:

1. "Easytrieve" for retrieval of information
2. "Quantitative Methods in Statistics"
3. "Statistical Analysis System"
4. "Introduction to Public Administration"
5. "Proposal and Grant Writing"
6. Several MBO Programs
7. "Similar Benefits" conducted by National Paralegal Institute
8. National Institute of Justice Workshop on Program Evaluation

Several types of group training presentations were arranged:

1. "Technical Writing"
2. "Program Evaluation Filing"
3. "The San Diego Case Review Schedule"
4. "Time Management for Secretaries"
5. "Facilities Information System"

Additionally, the Region III Program Evaluation Forum allowed individuals to gain a variety of training experiences in the twice-a-year sessions.

Pennsylvania was eager to utilize training available, however, in many cases geography and contract-related work schedules did allow us to use training funds in larger manner.

A Pennsylvania MEU staff member also maintained a listing of current training available to members. The listing was circulated and updated on a regular basis, see Appendix 17.

### e. CLIENT ASSISTANCE PROJECT EVALUATION PLAN DEVELOPED

The Program Evaluation Section developed the Pennsylvania Client Assistance Project (CAP) evaluation plan. This plan was developed with assistance from the Facilities and Grants Management Section, field offices and CAP staff (See Appendix 18).

The Pennsylvania MEU submitted regular reports on new evaluation capacity in a timely fashion. These reports reflected the progress of our developing and refining of products. The Appendices for this section reflect the development and refinement of Pennsylvania Program Evaluation Section capacity work.

### f. REVIEW AND IMPROVEMENT OF PENNSYLVANIA BVR MANAGEMENT INFORMATION SYSTEM

During the three years of the contract, considerable effort was focused on improvement of the Bureau's Management Information System. To this end, several new/revised reports and procedures for requesting information were developed.

An indepth discussion of this subject can be found in Section VII. The new procedures, while being developed because of our contract, have become an internal part of our Section's operating procedures and will continue after the end of the contract.

### g. FOLLOW-UP SURVEYS OF VOCATIONAL REHABILITATION CLIENTS

The general purposes of the surveys are to establish criteria for evaluation program effectiveness and for increasing program accountability. The evaluation objectives were to insure that clients closed rehabilitated retain the benefits obtained from the rehabilitation process and to insure that the client is satisfied with vocational rehabilitation services as developed with the counselor. See Appendix 19.

The methodology used to see if the clients retained benefits was a five percent stratified random sample from each district office's Status 26 closures. A questionnaire was developed and mailed to the selected clients along with a business reply envelope. Three weeks later a follow-up postcard was mailed to those clients who did not return the questionnaire, and three weeks after the mailing of the postcard a follow-up letter, a questionnaire and business reply envelope were mailed. When a questionnaire is returned, a thank you letter is sent to the person and if the person requests further services, his questionnaire is forwarded to the district office in his area. The above methodology is used for our client satisfaction survey except for the fact that we not only sample rehabilitated cases but also non-rehabilitated cases (Statuses 28 and 30).

The results of previous surveys indicate that all clients whose cases were closed Status 26, rehabilitated, received some rehabilitation services and may have been immeasurably aided, even though circumstances existed which prevented the attainment of a suitable occupation for a period of one year. The findings showed that 85 percent of the clients closed Status 26, rehabilitated, in Fiscal Year 1979, are presently employed. Another goal of BVR is to insure that successfully closed cases represent a wage gain and a wage achievement sufficient for a reduction in economic dependency. Basically, it determines if job earnings allow a client to be free from other forms of financial support. Since the average earnings at time of follow-up were $160.83 we feel that we have achieved the above goal to some degree.

In our client satisfaction survey, the overall clients' feelings of the services VR provided them showed satisfaction of 85 percent across the State. Two major areas showed satisfaction under 75 percent, statewide: 1) the results of medical services received by our clients showed satisfaction of 74 percent and 2) the benefits from training received by our clients showed satisfaction of 65 percent. This could indicate that the quality of services provided by our suppliers or vendors to our clients is not the best quality. A third area that needed revision was the helpfulness of a counselor in providing placement services.

The conclusion that can be reached is that BVR counselors should consider the market availability and a client's potential when writing an IWRP so the training isn't provided for an occupation that is either obsolete or filled to its capacity. Another area of reform is utilization of vendors by counselors.

To date, the Bureau of Vocational Rehabilitation is currently developing a Job Bank placement system to help placement counselors in the district offices place severely handicapped clients. In the area of quality of services by vendor, we are currently evaluating workshops and rehabilitation centers, business schools, and other various training institutions.

The information from former clients is evaluated to determine utilization by our Bureau for changes that might result in more effective services to clients. Recently, our survey showed that many clients felt that they needed more placement services. As a result of past surveys, the placement program was strengthened to meet the client need.

For Fiscal Year 1979 annual surveys we will cross-validate information on the questionnaire as submitted by the client to information on our computer file. An example of this cross-validation would be if a previous client stated he received a particular service as stated on the questionnaire, we would then check to see if the counselor noted this service on our computer file and vice versa.

The other area of expansion will be the cross-tabulation of items on our computer file to specific questions on the follow-up surveys (See Appendix 20). We have completed these cross-tabulations of items using a software package, "Statistical Analysis Systems" (SAS) and the technical assistance of Myra Harris from the West Virginia Research and Training Center at Morgantown, West Virginia.

Based upon the above study and the field testing of the New Program Evaluation Standards, our State Agency has developed a new follow-up survey that we began using in March 1981 (See Appendix 21).

h. SIMILAR BENEFITS

An area which was investigated by the Program Evaluation Unit (MEU) of the Pennsylvania Bureau of Vocational Rehabilitation (BVR) was the area of similar benefits (those client rehabilitative services which can be obtained from sources other than the Vocational Rehabilitation (VR) Agency). VR has traditionally relied on the resources of other agencies to assist in the rehabilitation of the disabled, but it was the Rehabilitation Act of 1973 which emphasized the need for VR agencies to be more accountable in terms of identifying and utilizing similar benefits, and listed specific services to be sought from other agencies before being provided by VR. As a result, similar benefits has become increasingly important to VR agencies.

The purpose of similar benefits is, of course, to maximize the total amount of rehabilitation services available to handicapped individuals by encouraging and assisting VR clients to seek and obtain other services to which they are entitled before utilizing VR services. VR tries to match the complex and individualized needs of each client with an equally complex array of specialized services. Thus, appropriate services are mobilized for the client and the best use of community services achieved. A by-product of this activity is the development of mutual understanding and respect among service providers.

The possible benefits of similar benefit utilization are:

District Office Level

1. Increase counselor awareness of availability of similar benefits and the need to scrutinize each for the client.

2. Identify the number of clients who utilize similar benefits.
3. Identify the category of services in which similar benefits were used.
4. Accentuate the need for counselors to maintain effective liaison with agencies and providers.
5. Allow case service monies to be utilized to an even greater degree.
6. Decrease the return of case service monies previously authorized.
7. Encourage district offices to seek out, obtain, and utilize similar benefit providers on an ongoing basis.
8. Encourage better coordination of district office activities and communications through the development and maintenance of a similar benefits directory.

Central Office Level

1. Determine the impact on case service funds of similar benefits on a district, regional, and statewide basis.
2. Identification of the number of client cases and types of services that have utilized similar benefits.
3. Assist in identifying areas in procedures that need clarification or modification by field staff with prior action by Training, Policies and Procedures, or Case Service Sections.
4. Development of expertise in monitoring and eventual refinement of similar benefits procedures.
5. Build a data base to be used by Case Evaluators to review similar benefits cases.
6. Provide greater emphasis for continuance of liaison work in cooperative agreements.
7. Collecting and assembling the data as proof of similar benefit utilization that can be used as justification of accountability to the state government and external agencies.

The need to make use of and document similar benefits has always been acknowledged by BVR. For example, BVR has long worked with mental health and mental retardation agencies to obtain services for clients, and BVR regulations require that state grants, Basic Educational Opportunity Grants (BEOG), and other sources of training costs be considered and utilized for eligible clients. The client case files contained documentation of similar benefits usage from the better-known sources (e.g., BEOG) but there has never been a uniform definition of similar benefits, a directory of available similar benefits for use by counselors, nor any collection of similar benefits data. Thus there was no way of proving or disproving similar benefits usage. It became increasingly evident that there was a need for a formal process to record, collect, analyze, evaluate, and disseminate similar benefits information if the BVR was to achieve its ultimate goal for similar benefits, that of their optimum use. So the Pennsylvania MEU undertook the task of developing such a formalized structure in the hope that it would assist in establishing a base line for future work in this area.

The overall task as finally designed has the following major objectives:

1. Definition of similar benefits
2. Implementation of a statewide similar benefits system
3. Collection of data on similar benefits via the teleprocessing units

   This task involves two phases. The first phase is to collect data when the case is closed via the teleprocessing unit on the following:

   A. Identify clients' cases that use similar benefits

   B. Identify services in which similar benefits are used

   The second phase is a pilot study in one district office that will collect the following data by the teleprocessing unit when similar benefits are being provided:

   A. Identify clients' cases in which similar benefits are used

   B. Identify the sources of similar benefits utilized

C. Identify the services in which similar benefits are used

D. Identify cost benefits resulting from similar benefits utilization

4. Analysis of the data collected

A complete review of our similar benefits activity is included in Appendix 22.

i. PROFILE ANALYSIS TECHNIQUE

This is a technique which features a variety of techniques to conduct appraisals of the functioning of the vocational rehabilitation process.

The statistical and psychological methods of expressing normal distribution are jointly chaired by both psychology and statistical textbooks. The normal curve distribution is a method of comparing data through the use of standard scores so that valid comparisons can be made of data that follow the normal curve distribution parameters.

Historically, the normal curve distribution and standard curves have been used by educators to grade and make comparisons of student achievement. The military also used these methods through the use of stanines in World War II to test and measure military personnel achievement.

The Pennsylvania General Agency of the Bureau of Vocational Rehabilitation has chosen this method of making comparisons to meet several needs of the Bureau's program of serving handicapped clients.

First, we were searching for a method to equate the rehabilitation performance of our district offices. Second, we were looking for a measure to evaluate our performance of our district offices. Third, we were looking for a measure to evaluate our performance with other states and the nation (as required by the nine Federal Evaluation Standards). Fourth, we were looking for a method to show the strengths and weaknesses of our program. Fifth, we were searching for a method and procedure that would increase our evaluation capacity and effectiveness. Sixth, we would then utilize their increased knowledge to make recommendations for program improvements and accomplishments.

Profile Analysis Technique shows on a visual profile where a state, region, or district ranks in program accomplishments.

Profile Analysis Technique, in the opinion of the author, has the same potential for program evaluation as the original census data tabulating machine had for today's computers. It is a technique that is in it's infancy but has the potential to be used in any effective research for any type of program. If the terms are defined and the proper research procedures are followed, the Profile Analysis Technique can be utilized productively by any corporation, government, or person.

Profile Analysis Technique has been greatly expanded under developing new evaluation capacity of our federal contract.

A model profile is currently being developed, which will update our current output variable profile and develop two new profiles. A process profile is being developed which examines the impact that selected process variables have in the success or failure of a case. A referral profile is also being developed, which will expand our knowledge of which referral source variables are most productive. Consultation work on predictor factors is scheduled with Pennsylvania State University.

The three profiles, when developed, will be combined into a single evaluation profile of Bureau progress.

The attached appendices give you both the write-ups and the graphic tables of the past, present, and proposed future profiles for the Pennsylvania General Agency (See Appendix 23).

### j. CASE REVIEW PROCESS

We in Pennsylvania feel that in developing a comprehensive program evaluation plan a Case Review Process should be one program methodology in evaluation activities. A Case Review Process has the capability of identifying base line case service patterns, thereby generating information for the initiation or improvement of decision making in policy and procedure.

The extent and degree of the structure and activities of the Case Review Process is contingent upon the personnel allocated by the state to evaluation and the needs of the state as seen by top management and other inputs.

Because of the proposed Federal Evaluation Standards, which are currently being field tested by the Model Evaluation Unit, each state in the country will probably have to develop its own Case Review Process or utilize an existing process developed by someone else.

The Pennsylvania Case Review Process had been in existence prior to the contract. However, the contract offered us the opportunity to refine and further develop this type of program evaluation capacity.

A complete description of how the Case Review Process evolved is included in Appendix 24.

### k. DISSEMINATION AND UTILIZATION

Requirements - This activity is divided into internal and external segments. Internal requirements revolve around development of several methodologies to increase communication of the Section. These include a Technical Assistance Center, distribution system, consultation, training, and expansion of dissemination and utilization techniques. The external plan includes joint activities with other MEU's or the coordinating contractor. These activities include training, consultation, development of users list, and promotional activities.

Accomplishments - This Task has benefitted from technical assistance provided by a varied group of experts. As a result, the art of dissemination and measuring actual utilization has received heightened awareness in the Program Evaluation Section's activities.

An internal dissemination and utilization (D&U) plan was developed early in the contract to guide our efforts (See Appendix 25).

We adopted and modified the Backer Model, Appendix 26, utilizing needs sensing as a first step in any type of process. The selection of material to selected audiences was also an early activity in our variety of activities.

A computerized list of users of program evaluation was mobilized early in the contract with the assistance of Arkansas R&T. As a result, break outs of different segments of users were identified for future utilization.

Several innovative vehicles are now utilized within the Program Evaluation Section for internal D&U including:

1. Preparation of a brochure describing PE functions to be disseminated to Bureau employees (See Appendix 27).
2. A bi-weekly newsletter disseminated to all PE staff (See Appendix 28).
3. Operation of the Technical Assistance Center (See Appendix 16).
4. Distribution of the "Rehab Brief" with insert (See Appendix 29).

Additionally, presentations were made at regional, district, and statewide meetings by MEU staff and articles appeared in the Bureau's official publication entitled "Success."

External - A fine external D&U plan was developed through collaboration of the MEU's and West Virginia Research and Training Center, the coordinating contractor. However, the dissemination of MEU work was not as effective as it could have been since the coordinating contract was not awarded until the second year of the contract.

Pennsylvania MEU participated in the preparation of the "MEU Newsletter" and "Manuscript of Special Observed Activity" articles. The titles of the articles are: "Case Review Process" by Harry Guise; "Evaluation Section Library" by Leah Kuhns; "The Model Evaluation Project in PA" by Bill Jenkins; "A Project Manager's View" by Harry Guise; "The Durability of a Model

Evaluation Unit" by Don Hossler; "Grants-Contracts, Budgetarily Speaking" by Harold Seitzer; "Experiences and Impressions of a Case Service Evaluator" by Paul Saupp; and "Secretary Reflects on MEU in PA" by Zelda Peters (See Appendix 30).

Additionally, great detail was given to planning for the National Conference held June 30 - July 2, 1981 (See Appendix 31).

Pennsylvania also effectively participated in the Region III Program Evaluation Forums to collect and disseminate information.

Planning for more than a year culminated in a Pennsylvania Sister States Conference held September 16-17, 1981 (See Appendix 32).

A special cover was designed for all internal and external D&U packages during the contract period (See Appendix 33).

Discussion - Dissemination and utilization activities for the three-year contract were divided into two segments - internal and external. Several staff members obtained training in the strategies involved. Once again Tom Backer's plan, alluded to earlier in this document, was utilized in all D&U activities.

Internal - This activity was extremely satisfying in terms of techniques learned and utilized by staff members. Techniques used in the "Rehab Brief" and "Evaluation Update" are noteworthy. Additionally, the Task 6 products listed earlier are evidence of the utilization of a basic D&U strategy.

External - A problem developed because of the late award of a coordinating contract. As a result, Pennsylvania began developing a D&U list of possible users for dissemination purposes during and at the end of the contract. The entire first year, in terms of D&U, suffered because of a lack of direction. Areas developed by R&T, such as MSOA and MEU Newsletter (mentioned earlier) were beneficial in helping D&U "catch up" with contract activity.

Overall, D&U worked well for Pennsylvania as it scrambled to utilize appropriate consultants and "dig" for information on proper application on such techniques.

## V. PROJECT EVALUATION

The importance of goal setting is important in any system in order to facilitate appropriate program evaluation. Measurement of achievement of project objectives is critical to a fair appraisal of what has occurred.

As a result, Pennsylvania has utilized consultant Stanley Portny to complete an independent evaluation of our three years of contract activity. Mr. Portny relied on our Monthly Progress Reports, Advisory Reports, deliverables, annual reports and our responses to the federal contract proposal.

The following is the evaluation based on Berkeley Planning Associates' Project Standards for RSA discretionary programs.

## PROJECT REPORTING: PLANNING

Title of Project: A Comprehensive State VR Program and Policy System Through a Model Evaluation/Management Information Support Unit

Address:
Bureau of Vocational Rehabilitation
1318 Labor and Industry Bldg.
Harrisburg, Pa. 17120

Telephone: 717-787-7312

Funding Agency: Rehabilitation Services Administration

Address: Washington, DC

Telephone:

Grant Number: HEW-105-78-4009

Monitoring Officer: Dr. James E. Taylor Telephone:

Name and Position of Person Completing this Form:
Stanley E. Portny
Consultant
Date:

Name and Position of Person Reviewing this Form:

Date:

**PROJECT REPORTING FORM: PLANNING** **Project:** BVR Model Evaluation Unit

| STD. NO. | LINE NO. | |
|---|---|---|
| | | **PROBLEM INFORMATION** |
| 1 | 1.10 | 01: Prior related study: None directly related |
| | 1.11 | Abbreviated study findings: |
| | 1.10 | 02: Prior related study: |
| | 1.11 | Abbreviated study findings: |
| | | **TARGET POPULATION INFORMATION** |

**Primary Target Group(s):**

**Target Population Size:**

| 1.20 Type of Disability: | 1.21 Disability Code No.: | 1.22 National: | 1.23 Local: |
|---|---|---|---|
| All | All | | |

(ATTACH ADDITIONAL PAGES AS NEEDED)

| STD. NO. | LINE NO. | |
|---|---|---|
| | | **TARGET POPULATION INFORMATION**, continued |
| 1 | 1.24 | Source(s) of above information: |
| | 1.30 | Additional information or comments: RSA has been sponsoring a program of national VR evaluation activities for almost ten years. Experience had shown that, in addition to developing information for the national program office, it was highly desirable to create a mechanism for translating this information into formats relevant to and usable by state agencies and to help state agencies to establish procedures for using the information in program operations. |
| | | **LEGISLATIVE INFORMATION** |
| 2 | 2.10 | P.L. 93-112, as amended by P.L. 93-516 and P.L. 95-602<br>Relevant Acts |
| | 2.11 | Relevant Regulations |
| | 2.20 | Project mission with respect to legislative intent: To develop a model for a comprehensive program and policy system in a State VR agency which effectively uses evaluation information; to develop a viable mechanism for field testing proposed national evaluation and management systems and to transfer information about the development and implementation of this model to other state VR agencies. |
| | 2.21 | Potential impact on RSA program: Results of this project will enable Pa. BVR to allocate scarce resources more efficiently and, thereby, to provide high quality services to greater numbers of people; to assist in the management of caseloads and the making of service delivery decisions, thereby improving the overall quality of services; to enable more comprehensive and responsive program planning and, thereby, to enable more accurate assessments of target group needs and the development of strategies for addressing them; by providing more accurate and timely information of program performance. to assist Pa. BVR to comply with state and federal program objectives; and to facilitate improved coordination with and use of other related programs |

PROJECT REPORTING FORM: PLANNING, continued

| STD. NO. | LINE NO. | GOALS AND OBJECTIVES | 3.10 GOALS | 3.20 OBJECTIVES | 3.21 MEASURES | 3.22 DATE(S) TO BE ACHIEVED |
|---|---|---|---|---|---|---|
| 3 | | 01: | To develop a model of a comprehensive program and policy system which effectively uses evaluation information. | (see attached pages) | (see attached pages) | Not included since this evaluation is being prepared at the completion of the project. |
| | | 02: | To field test the revised VR standards and to evaluate their effectiveness for VR state agency management | (see attached pages) | (see attached pages) | Not included since this evaluation is being prepared at the completion of the project |
| | | 03: | To field test the Facilities Reporting System and to evaluate its effectivess for VR state agency management. | (see attached pages) | (see attached pages) | Not included since this evaluation is being prepared at the completion of the project. |
| | | 04: | To build and develop new evaluation capacities | (see attached pages) | (see attached pages) | Not included since this evaluation is being prepared at the completion of the project. |
| | | 05: | To develop internal (within the state VR agency) communication, dissemination and utilization networks | (see attached pages) | (see attached pages) | Not included since this evaluation is being prepared at the completion of the project |
| | | 06: | To develop external (between state VR agencies) communication, dissemination and utilization networks. | (see attached pages) | (see attached pages) | Not included since this evaluation is being prepared at the completion of the project. |

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

| STD. NO. | LINE NO. | GOALS AND OBJECTIVES | 3.10 GOALS | 3.20 OBJECTIVES | 3.21 MEASURES | 3.22 DATE(S) TO BE ACHIEVED |
|---|---|---|---|---|---|---|
| 3 | | 07: | To develop plans for continuing the Model Unit after the termination of the three-year contract period. | (see attached pages) | (see attached pages) | Not included since this evaluation is being prepared at the completion of the project |
| | | : | | | | |
| | | : | | | | |
| | | : | | | | |
| | | : | | | | |
| | | : | | | | |

(ATTACH ADDITIONAL PAGES AS NEEDED)

**Goal 01:** To develop a model of a comprehensive program and policy system which effectively uses evaluation information.

Objectives:

1. To develop a strong evaluation unit that is able to assess management information needs and provide information to management.

   Measures: See Goal 01, Objective 3; Goal 04, Objectives 1,2,3,4; Goal 05, Objective 2.

2. To insure that the evaluation unit is in an organizational position which affords it ready access to the Director and other top agency administrators.

   Measure: Organizational location of the MEU.

3. To employ in the MEU personnel who are able to: (a) conceptualize agency information needs, plans and measurable objectives and use them in evaluation studies; (b) conduct evaluation surveys and other studies; (c) work with data processing; (d) analyze data; (e) create evaluation reports which are clearly written, easily understandable and of potential utility in agency decision making; and (f) work with agency personnel to assure the development and dissimination of evaluation information.

   Measures: 1. Number of MEU staff.

   2. Staff position descriptions.

   3. Staff capabilities.

4. To conduct special studies and projects of interest to Pa. BVR, in addition to those specifically required for federal reporting purposes.

   Measures: 1. Number of special projects and studies conducted for Pa. BVR during the past three years.

   2. Number of routine reports periodically generated for Pa. BVR.

5. To develop a conceptual framework for program evaluation within the VR agency.

   Measures: 1. Submission of preliminary conceptual framework.

   2. Submission of revised conceptual framework.

**Goal 02:** To field test the Revised VR Standards and to evaluate their effectiveness for VR state agency management.

Objectives:

1. To complete plans for field testing the New VR Standards in Pa. BVR.

   Measures:
   1. Establishment of contact and working relationship with the federal contractor (Berkeley Planning Associates)
   2. Completion of preliminary activities required for the field test.
   3. Participation in training required for the field test.
   4. Preparation of a report detailing Pa. BVR plans for the field test.

2. To conduct the field test of the Revised VR Standards.

   Measures:
   1. Conduct of closure survey.
   2. Conduct of follow-up surveys.
   3. Accumulation of required program data.
   4. Analysis of the results of the field test.
   5. Collection of data for the New VR Project Standards from projects selected to participate in the field test.

3. To prepare reports on the results of the field test.

   Measures:
   1. Preparation of a report on the results of the Pa. BVR field test of the VR program and project standards.
   2. Preparation of an independent analysis of the Revised VR Standards, based upon BPA reports describing their assessment of the field test.

**Goal 03:** To field test the Facilities Reporting System and to evaluate its effectiveness for VR state agency management.

Objectives:

1. To complete plans for field testing the Facilities Reporting System.

Measures: 1. Establishment of contact and working relationships with the federal contractor NARF and Walker and Associates.

2. Completion of preliminary activities required for the field test.

3. Participation in training required for the field test.

2. To coordinate the field test of the FRS.

Measures: 1. Collection of data from participating facilities.

2. Analysis of results.

3. To prepare a report on the results of the field test.

Measure: 1. Preparation of a comprehensive report on the Pa. BVR field test of the FRS.

Goal 04: To build and develop new evaluation capacities.

Objectives:

1. To develop plans for new evaluation capacity in Pa. BVR.

Measures: 1. Completion of plans for new evaluation projects.

2. Completion of plans for staff training activities.

2. To conduct projects entailing the development of new evaluation capacities.

Measures: 1. Number of projects conducted.

2. New capacities developed through the projects.

3. To have Model Evaluation Unit staff attend selected staff training programs.

Measures: 1. Number of staff attending staff training programs.

2. Subject areas in which staff received training.

4. To prepare a report describing the new evaluation capacities developed in Pa. BVR.

Measure: 1. Completion of report.

Goal 05: To develop internal communication, dissemination and utilization networks.

Objectives:

1. To assess the current communication networks within Pa. BVR.

Measure: Conduct of study of current MIS and agency decision-making practices.

2. To prepare plans for improving the current agency MIS.

   Measure: Completion of plans for improvement of the Pa. BVR MIS.

3. To prepare plans for improving the dissemination and utilization of the results of evaluation activities.

   Measure: Completion of plans for the systematic dissemination of the results of evaluation studies.

4. To prepare reports describing Pa. BVR plans and activities related to the internal dissemination of agency evaluation activities.

   Measure: Completion of report.

Goal 06: To develop external communication, dissemination and utilization networks.

Objectives:

1. To develop a comprehensive plan for the external dissemination and utilization of the results of the MEU project.

   Measure: Completion of the plan.

2. To develop articles for publication in national periodicals and journals.

   Measures: 1. Number of articles submitted/published.

   2. Subject areas addressed in articles.

3. To coordinate and/or participate in conferences at which information regarding the MEU project is discussed.

   Measures: 1. Number of conferences attended at which presentations about Pa. BVR MEU activities were made.

   2. Organizations sponsoring the conferences attended.

Goal 07: To develop plans for continuing the MEU after the termination of the three-year contract period.

Objectives:

1. To create permanent positions in Pa. BVR for all MEU staff.

   Measure: Number of MEU staff who have permanent job slots.

2. To develop plans for the continued activity of the MEU after contract termination.

   Measures:
   1. Organizational location of the MEU (Program Evaluation Section)
   2. Number of projects planned.
   3. Subject areas of projects planned.

PROJECT REPORTING FORM: PLANNING, continued

| STD. NO. | LINE NO. | | 4.10 LIMITATIONS TO ACHIEVEMENT | 4.11 METHODS OF ADDRESSING LIMITATION |
|---|---|---|---|---|
| | | 01: | Difficulty in recruiting qualified staff due to state hiring freeze, state hiring policy. | Train existing staff, recruit qualified people from within Pa. BVR, use consultants and other external sources of expertise. |
| | | 02: | Delays resulting from administrative procedures associated with hiring, purchase of required equipment and other start-up activities. | Initiate necessary paperwork immediately, closely monitor administrative process, limit purchases and acquisitions to essentials. |
| | | 03: | Timely awarding by RSA of other contracts required to support MEU activities | Build flexibility into time schedules which depend upon other federal contractors, develop close working group among MEU states. |
| | | 04: | Difficulty in changing the organizational location of the Program Evaluation Section. | Establish effective informed communication channels. |
| | | 05: | Difficulty in getting Pa. BVR managers and administrators to change their exiting patterns of information use. | Involve managers and administrators in design and analysis of evaluation activities, select studies and projects of relevance to their needs. |
| | | 06: | | |

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

STAFF INFORMATION

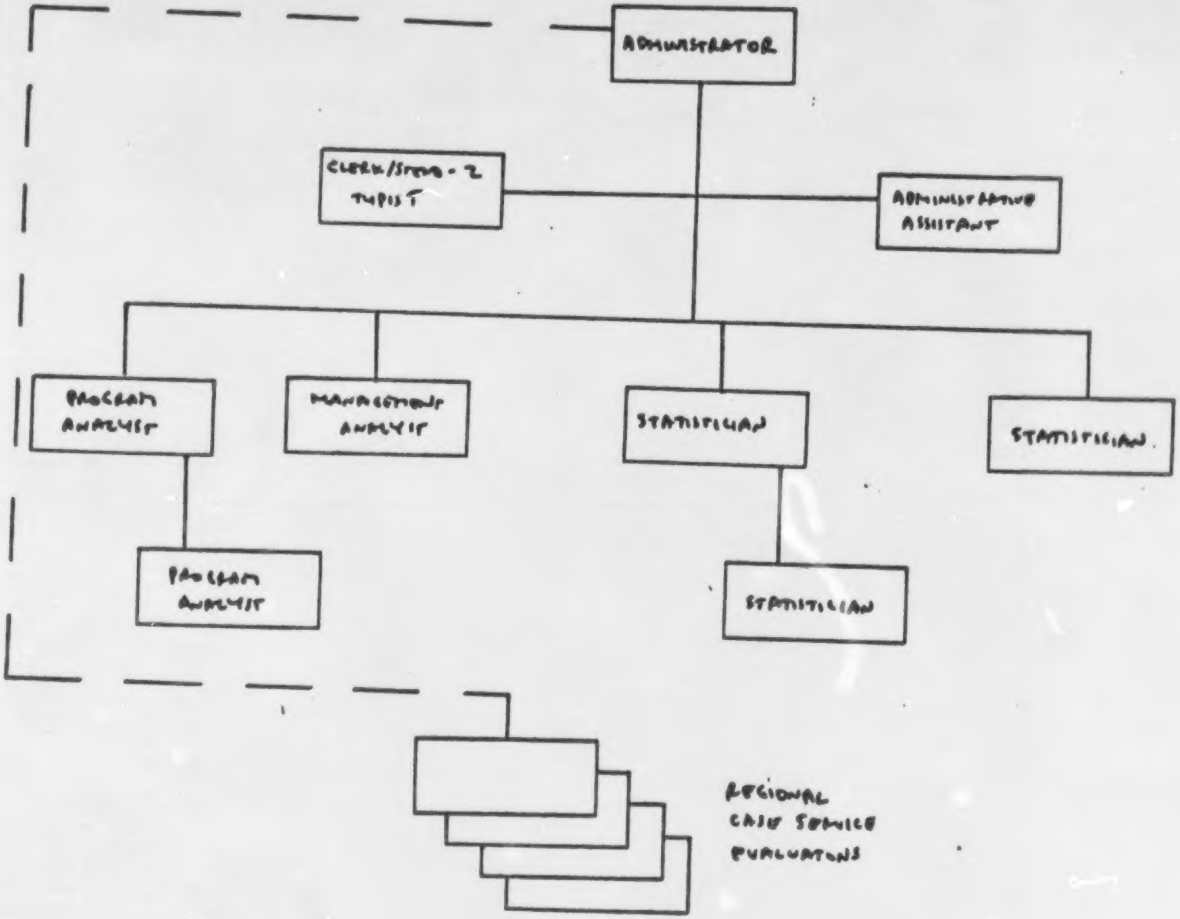
| STD. NO. | LINE NO. | 5.10 JOB TITLE | 5.11 NUMBER | 5.12 QUALIFICATIONS | 5.13 RESPONSIBILITIES |
|---|---|---|---|---|---|
| 5 | | Administrator | 1 | Varied experience in service delivery of vocational rehabilitation; supervisory experience | Direct staff of Program Evaluation Section |
| | | Program Analyst | 2 | Knowledge of analysis and measurement techniques in evaluation | Assist in collection, preparation, analysis & presentation of appropriate evaluation work. |
| | | Management Analyst | 1 | Knowledge of EDP & Program Evaluation structure and management procedures | Prepare reports of requested information; implement new reporting requirements & coordinate activities of MIS-EDP work. |
| | | Statistician | 2 | Background in statistical work | Accumulate & analyze statistics; track budget funds & construct appropriate statistical forms |
| | | Administrative Assistant | 1 | Understanding and experience of administrative and management functions of PE Unit | Maintain and control technical assistance operation; conducts research & maintains control of flow of information in Unit |
| | | Clerk/Stenographer<br>Clerk/Typist | 2<br>1 | Ability to perform satisfactory office-related functions | Type regular reports; assist in the control of records & distribution; certain jobs require communicational & informational recording. |

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

| OP. NO. | TITLE NO. |
|---|---|
| 5 | 5.20 |

ORGANIZATIONAL CHART


ADMINISTRATOR
CLERK/STENO-2
TYPIST
ADMINISTRATIVE
ASSISTANT
PROGRAM
ANALYST
MANAGEMENT
ANALYST
STATISTICIAN
STATISTICIAN.
PROGRAM
ANALYST
STATISTICIAN
REGIONAL
CASE SERVICE
EVALUATORS

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

| STD. NO. | LINE NO. | |
|---|---|---|
| 6 | •.10 | PROJECT DESIGN ABSTRACT To develop a model program and policy system to field test the Revised VR Standards and the Facilities Reporting System and to disseminate the results of this project to other state VR agencies and rehabilitation programs. |
| | 6.11 | Research hypotheses and design (if applicable): (1) That an evaluation unit can effectively provide information to agency staff that will improve the quality of policy and program decisions and, thereby, of the services provided; (2) that federal reporting and evaluation systems can be effectively field tested in a State VR agency. |
| | 6.20 | Data collection or record-keeping plan: Pa. BVR MEU Operational Tracking System, studies of the effectiveness of PES (Program Evaluation Section) projects and the use of information produced by the PES. |
| | 6.30 | Analysis and results: Monthly progress reports, quarterly reports to Project Advisory Committee, annual and final reports to RSA, presentations at conferences, articles prepared for publication. |

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

STD. NO. 7

LINE NO.

7.10 TASK

DETAILED WORK PLAN

01: Planning and Organization
Title

7.11 Start-up and duration: October 1979 - September 1981

7.12 Description of task: Establish liaison with Project Officer; revise project plan and schedule as needed; attend bi-monthly meetings with Project Officer and staff from other MEU's; establish and maintain contact with Advisory Committee; submit monthly progress reports.

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Revised work plan and schedule; monthly progress reports

7.10 TASK

02: Technical Assistance
Title

7.11 Start-up and duration: October 1980 - September 1981

7.12 Description of task: To plan for and utilize technical assistance to be provided by the Coordinating Contractor (West Virginia Research and Training Center)

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Provision of TA to Pa. BVR MEU staff.

7.10 TASK

03: Working relationships with Associated Organizations, Contractors & University Resources
Title

7.11 Start-up and duration:

7.12 Description of task: Establish contact with contractor and other resources working in the area of VR program planning and evaluation, including Berkeley Planning Associates, Walker & Associates, Abt Associates, West Va. R&T Center, Arkansas R&T Center, University of Michigan RRI, National Association of Rehabilitation Facilities, ICD-RUL

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Established lines of Communication and working relationships

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

STD. NO. 7

LINE NO.

DETAILED WORK PLAN

7.10 TASK 01: Administrative Monitoring & Organization of MEU
Title

7.11 October 1979 - September 1981
Start-up and duration

7.12 Description of task: Prepare and revise/update an Evaluation Plan (Conceptual Framework for Evaluation in Pa. BVR); prepare and update an Operational Tracking System

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Revised Conceptual Framework, Revised Operational Tracking System

7.10 TASK 02: Field Testing of the New VR Standards
Title

7.11 Start-up and duration

7.12 Description of task: Plan for, conduct and analyze the results of a field test of the Revised VR Standards developed by BPA

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Analysis of field test of New VR Standards

7.10 TASK 03: Field Testing of the Facilities Reporting System
Title

7.11 Start-up and duration

7.12 Description of task: Plan for, conduct/coordinate and analyze the results of a field test of the New Facilities Reporting System

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Analysis of field test of Facilities Reporting System

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

STD. NO. 7

LINE NO.

7.10 DETAILED WORK PLAN

7.10 TASK 01: Development of New Evaluation Capacity
Title

7.11 Start-up and duration

7.12 Description of task: Design new evaluation systems, procedures, methodologies; conduct evaluation studies; develop staff capabilities; develop library and other information resources.

7.13 Staff required:

7.14 Task result(s) or deliverable(s): New evaluation systems and procedures; report on new evaluation capacity

7.10 TASK 02: Dissemination and Utilization
Title

7.11 Start-up and duration

7.12 Description of task: Improve the internal communication networks for dissemination of evaluation information in Pa. BVR; prepare articles for publication in national periodicals; participate in national conferences and other meetings at which MEU project work is discussed.

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Articles, conferences, report on plans for internal and external dissemination

7.10 TASK 03: Program Evaluation
Title

7.11 Start-up and duration

7.12 Description of task: Prepare an evaluation of the success of the MEU project

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Report on evaluation of MEU project.

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

STD. NO. 7

LINE NO.

7.10 TASK

DETAILED WORK PLAN

01: Yearly Reports
Title

7.11 Start-up and duration

7.12 Description of task: Prepare annual reports for RSA which detail the project progress and results

7.13 Staff required:

7.14 Task result(s) or deliverable(s): Annual reports

7.10 TASK

02:
Title

7.11 Start-up and duration

7.12 Description of task:

7.13 Staff required:

7.14 Task result(s) or deliverable(s):

7.10 TASK

03:
Title

7.11 Start-up and duration

7.12 Description of task:

7.13 Staff required:

7.14 Task result(s) or deliverable(s):

(ATTACH ADDITIONAL PAGES AS NEEDED)

| STD. NO. | LINE NO. | |
|---|---|---|
| 7 | 7.20 | **PROGRAM PLAN CHART** |

See Pa. BVR proposals and OTS for details. It should be noted that the time schedules originally submitted were substantially modified during the course of the contract. Therefore, since this entire evaluation is being completed at the end of the three-year project period, it was felt that detailed presentation of the original schedules and the associated modifications would be of little value now.

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: PLANNING, continued

STD. NO. 9 | LINE NO.

UTILIZATION AND DISSEMINATION

| 9.10 INTERIM MATERIALS AND CONTACTS -- PRIMARY AUDIENCE(S) | 9.11 MEDIA | 9.12 TIME SCHEDULE |
|---|---|---|
| RSA | Telephone | As needed |
| | Meetings | Bi-monthly |
| | Progress Reports | Monthly |
| | Task Reports | As specified |
| | Annual Reports | End of year 1, year 2 |
| Advisory Committee | Progress Reports | Quarterly |
| State VR staff, general public | Publications/articles | As specified |
| | Conference | Third year |

| 9.20 FINAL MATERIALS AND CONTACTS -- PRIMARY AUDIENCE(S) | 9.21 MEDIA | 9.22 TIME SCHEDULE |
|---|---|---|
| RSA | Task Reports | As specified |
| | Final Report | September 1981 |
| State VR staff, general public | Articles | As they occur |
| | Participation in relevant conferences and training sessions | As they occur |
| | Selected reports | As they occur |

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: OUTCOME

| ID. NO. | LINE NO. | |
|---|---|---|
| | | POTENTIAL EFFECTS OF PROJECT DESIGN |
| 14 | 14.10 | Description of unique aspects of design: First ever contract with State VR Agency to develop Management Information System and evaluation capabilities: development of staff capabilities to perform evaluation functions after project is completed; creation of a structured environment for field testing national evaluation systems. |
| | 14.11 | Results of special techniques: 1. Developed increased PA VR PES staff capabilities.<br>2. Improved awareness of PES within PA VR and the extent to which the PES is able to assist in program management and service delivery.<br>3. Created open communication lines within PA VR and between state VR agencies regarding the use of evaluation in management and operations.<br>4. Several systems and/or techniques were developed which improved the effectiveness of PES.<br>5. Valuable experience was obtained regarding the management and administration of contracts with the Federal government, effective use of technical experts to assist with agency problems, and establishing a new program unit or activity. |
| | 14.20 | Potential improvements on VR system: 1. Systems and procedures will improve the quality and appropriateness of information available for all levels of agency decision making and thereby, will enable better choices to be made among alternatives.<br>2. All levels of staff in PA VR will be more aware of how information can be productive, used to assist them to perform their jobs.<br>3. Closer communication networks were established between VR state agencies, thereby promoting a more coordinated approach to problem solving and the management of service delivery. |

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: OUTCOME, continued

| ID. NO. | LINE NO. | VR PROGRAM GOAL SERVED | 15.11 ACTS & REGS. | 15.12 Description of impacts (positive and negative) |
|---|---|---|---|---|
| 15 | 15.10 | 1. Efficiency<br>2. Impact | | Higher quality information and improved use enables better decisions regarding the allocation of scarce resources.<br>Higher quality information and improved use enables the most appropriate services to be selected for the client and the greatest possible program benefits to be realized. |
| | 15.20 | POSSIBLE IMPACT ON VR GOALS | | 15.21 Description of impacts (positive and negative) |
| | | 1. Compliance | | Higher quality information will facilitate improved assessment of program compliance and thereby will assist in insuring compliance. |
| | | 2. Efficiency | | (See above - line 15:10) |
| | | 3. Impact | | (See above - line 15:10) |

| NO. | LINE NO. | |
|---|---|---|
| 5 | 16.10 | GOAL AND OBJECTIVE ATTAINMENT Goal 01: To develop a model of a comprehensive program and policy system which effectively uses evaluation information to management. Develop a strong evaluation unit that is able to assess management information needs and provide information to management.<br>Achievement #01<br>16.11 Measures and degree of success: See Goal 01, Objective 3; Goal 04, Objectives 1,2,3,4; Goal 05, Objective 2 |
| | 16.10 | Achievement #02 Insure that the Evaluation Unit is in an organizational position which affords ready access to the Director and other top agency administrators.<br>16.11 Measures and degree of success: The Administrator of the PES reports to the Assistant Director of Central operations who reports to the Director of PA BVR. Effective informal communication links and working relationships have been established with all other key PA BVR managers. |
| | 16.10 | Achievement #03 Employ qualified staff in the MEU<br>16.11 Measures and degree of success: The PES currently includes 6 professionals and 5 support staff. Professional staff have background in VR counseling, Computers, Accounting and Statistics. |
| | 16.10 | Achievement #04 Conduct special studies and projects for PA BVR, in addition to those required for federal reporting purposes.<br>16.11 Measure and degree of success: The PES has conducted many and varied evaluation projects during the three years of the MEU project. For details, see the deliverables in the Final Report under Task 7 - Development of New Evaluation Capacity and in the appendices. |

(ATTACH ADDITIONAL PAGES AS NEEDED)

NO. LINE NO.

GOAL AND OBJECTIVE ATTAINMENT

16 16.10 Achievement #01 Develop a conceptual framework for program evaluation within the agency

16.11 Measures and degree of success: A preliminary version of the conceptual framework was submitted in the original proposal; and subsequent revisions were submitted to RSA, as required in the terms of the contract.

16.10 Achievement #02 ______

16.11 Measures and degree of success: ______

16.10 Achievement #03 ______

16.11 Measures and degree of success: ______

16.10 Achievement #04 ______

16.11 Measure and degree of success: ______

(ATTACH ADDITIONAL PAGES AS NEEDED)

SAMPLE REPORTING FORM: OUTCOME, continued

Q. NO. | ITEM NO.

GOAL AND OBJECTIVE ATTAINMENT Goal 02: Field test the revised VR standards and evaluate their effectiveness for PA BVR management.

16 16.10 Achievement #01 Complete plans for field testing the new VR standards in Pa. BVR.

16.11 Measures and degree of success: Working relationships were established with BPA staff; PES staff were trained in the techniques for collecting field test information; follow-up questionnaires were redesigned; and a report describing PA BVR plans for the field test was prepared.

16.10 Achievement #02 Conduct the field test of the revised VR standards

16.11 Measures and degree of success: The closure and follow-up surveys were completed; required program data were collected; field test results were analyzed; and data for the revised project standards were collected from project selected for the pretest.

16.10 Achievement #03 Prepare reports on the results of the field test.

16.11 Measures and degree of success: Reports describing PA BVR's analysis of the field test as well as the field test data and findings were prepared.

16.10 Achievement #04

16.11 Measure and degree of success:

(ATTACH ADDITIONAL PAGES AS NEEDED)

FINAL REPORTING FORM: OUTCOME, continued

Q. NO. | ITEM NO.

GOAL AND OBJECTIVE ATTAINMENT Goal 03: Field test the Facilities Reporting System and evaluate its effectiveness for PA VR managment.

16 16.10 Achievement #01 Complete plans for field testing the Facilities Reporting System

16.11 Measures and degree of success: Facilities were selected to participate; but OMB approval was never received for the FRS forms. Therefore, PA BVR decided not to participate in the field test.

16.10 Achievement #02 Coordinate the field test of the FRS.

16.11 Measures and degree of success: PA VR did not participate in the field test (see above).

16.10 Achievement #03 Prepare a report on the results of the field test.

16.11 Measures and degree of success: PA VR did not participate in the field test (see above). (Also, see appendix 13 in Final Report)

16.10 Achievement #04

16.11 Measure and degree of success:

(ATTACH ADDITIONAL PAGES AS NEEDED)

Q. NO. | LINE NO.

**Goal 04: Build and develop new evaluation capacities.**

GOAL AND OBJECTIVE ATTAINMENT

16 16.10 Achievement #01 Develop plans for new evaluation capacity in PAVR.

16.11 Measures and degree of success: Plans for evaluation projects, activities and staff training were prepared.

16.10 Achievement #02 Conduct projects entailing the development of new evaluation capacities.

16.11 Measures and degree of success: Thirteen (13) projects and activities were completed by the PES (see Appendices 14, in Final Report). Topics addressed included Case Review Studies, Profile Analysis Technique, Follow-Up Studies, Management Information System, Similar Benefits, Client Satisfaction Studies, and Evaluation of the Client Assistance Project.

16.10 Achievement #03 Have MEU staff attend selected training programs.

16.11 Measures and degree of success: PES staff attended training programs and/or received training in Program Evaluation and Review Techniques (PERT), Critical Path Methods (CPA), Proposal Writing, SAS (Computer language), Statistical Analysis, Cost-Benefit Analysis, Easytrieve (Computer language).

16.10 Achievement #04 Prepare a report describing new evaluation capacities developed in PAVR.

16.11 Measure and degree of success: A report was developed, and highlights of the new capacities are included in Appendices 14 and 15 - Final Report.

(ATTACH ADDITIONAL PAGES AS NEEDED)

[illegible] NO. | ITEM NO.

**Goal 06: Develop external dissemination and utilization network.**

GOAL AND OBJECTIVE ATTAINMENT

16 16.10 Achievement #01 Develop a comprehensive plan for the external dissemination and utilization of the results of the MEU project.

16.11 Measures and degree of success: A plan for external dissemination was prepared in conjunction with staff of the other MEU's and West Virginia Research & Training Center.

16.10 Achievement #02 Develop articles for publication in national periodicals and journals.

16.11 Measures and degree of success: The following articles have been prepared: "Case Review Process in Program Evaluation", "Evaluation Section Library", "The Model Evaluation Project in Pennsylvania", "The Durability of a Model Evaluation Unit", and "Working Relationships as a Factor in the Durability of Program Evaluation".

16.10 Achievement #03 Coordinate and/or participate in conference at which information regarding the MEU Project is discussed.

16.11 Measures and degree of success: PA BVR staff have participated in and presented in the following conferences: Region III Program Evaluation Forums, Management uses of Evaluation information - National Conference in Scottsdale, AZ. Sister-States Conference hosted by PA BVR.

16.10 Achievement #04

16.11 Measure and degree of success:

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: OUTCOME, continued

Q. NO. | LINE NO.

GOAL AND OBJECTIVE ATTAINMENT

Goal 07: Develop plans for continuing the MEU after the termination of the three-year contract period.

16 16.10 Achievement #01 Create permanent positions in PA BVR for all MEU staff.

16.11 Measures and degree of success: All MEU staff have permanent positions in PA BVR.

16.10 Achievement #02 Develop plans for the continued activity of the MEU after contract termination.

16.11 Measures and degree of success: The PES will continue to operate after contract termination; particular responsibilities will include preparation of the evaluation component of agency projects, further refinement of the PA BVR MIS, and investigation of selected aspects of program operations.

16.10 Achievement #03

16.11 Measures and degree of success:

16.10 Achievement #04

16.11 Measure and degree of success:

(ATTACH ADDITIONAL PAGES AS NEEDED)

PROJECT REPORTING FORM: OUTCOME, continued

| D. NO. | LINE NO. | |
|---|---|---|
| | | PROBLEM IDENTIFICATION |
| 17 | 17.10 | Problem description: Receipt of required support from Federal contractors. Contracts to private organizations for conducting the VR Standards field test, the FRS field test and providing coordination, support and TA to the MEU's were awarded up to one year later than anticipated. |
| | 17.11 | Recommended remedy: Design flexible schedules, so other activities could be performed during period of waiting for the Federal contracts to be awarded; do not award one contract and design tasks which require the support of other contracts which have not yet been awarded. |
| | 17.10 | Problem description: Developing system for insuring that evaluation information is used by agency managers and staff. |
| | 17.11 | Recommended remedy: Involve staff in selection of topics for studies, designs and analysis; report results in a timely manner; make reports concise and easy to understand; include specific instructions for how to use the results presented in the report. |

| D. NO. | LINE NO. | |
|---|---|---|
| | | **PROBLEM IDENTIFICATION** |
| 17 | 17.10 | Problem description: Project delays resulting from administrative procedures associated with hiring, purchasing of required equipment and other start-up activities. |
| | 17.11 | Recommended remedy: Allow adequate time for such delays in initial work schedules; start all required administrative processes as soon as possible; do thorough research to determine the administrative requirements which must be satisfied for a given project. |
| | 17.10 | Problem description: |
| | 17.11 | Recommended remedy: |

PROJECT REPORTING FORM: OUTCOME, continued

| ID. NO. | LINE NO. | |
|---|---|---|
| | | **FINAL PROJECT DESIGN OR MODEL** |
| 18 | 18.10 | Key element of design and operational procedures, manpower needs, time, and cost requirements (including discussion of further revisions since last progress report): |

Same as initial design. See lines 5.10 and 5.20. Manpower needs will vary depending upon the support which an agency desires from its evaluation unit. Usually, however, budget constraints dictate the manpower which can be used, and the unit's activities are planned based upon the manpower available.

(ATTACH ADDITIONAL PAGES AS NEEDED)

| STD. NO. | LINE NO. | |
|---|---|---|
| 18 | 18.11 | REVISIONS SINCE LAST PROGRESS REPORT AND ORIGINAL DESIGN<br>None. |

PROJECT REPORTING FORM: OUTCOME, continued

| . NO. | LINE NO. | UTILIZATION AND DISSEMINATION<br>INDIVIDUALS/GROUPS CONTACTED AND RECIPIENTS OF PROJECT FINDINGS | 20.11 MEDIUM | 20.12 FEEDBACK |
|---|---|---|---|---|
| 20 | 20.10 | RSA | Same as originally reported | Not yet received |
| | | Advisory Committee | Same as originally reported | No formal feedback received; apparently work was satisfactory |
| | | Staff from other State VR agencies | Same as originally reported | Interest was expressed in the new systems and techniques discussed. |

(ATTACH ADDITIONAL PAGES AS NEEDED)

## VI. EFFECTIVENESS AND EFFICIENCY OF THE MODEL EVALUATION UNIT AND ITS INTERFACE WITH OTHER PROGRAM UNITS

The Program Evaluation Section (PES) interfaces in multiple ways with the Central Office sections and the district field offices. This spirit of cooperation has always been present and has been enhanced with the development of the Model Evaluation Unit.

Interactions and activities increased with the development of three new activities:

1. Technical Assistance Center (TAC) - The Program Evaluation Technical Assistance Center was established as a result of Pennsylvania BVR receiving this federal contract, which mandated that a library dealing with program evaluation be developed. However, as the work progressed it became apparent that there was a need for a more extensive library which would serve our entire Bureau. As a result, the Program Evaluation Technical Assistance Center has approximately 2,100 holdings covering many areas of vocational rehabilitation including new rehabilitation trends, current legislation, specific disabilities, assistive devices, etc. Since its inception in January 1979, the library has disseminated over 1,600 articles and books to the staff of the Pennsylvania BVR for their use. It has proven to be a useful source of information for our staff and a means by which they can obtain current information in the field of rehabilitation. Appendix 16 gives details on the methodology used to establish the Program Evaluation Technical Assistance Center, the services it provides, and the means by which material is disseminated to the users.
2. Program Evaluation Section Goals and Objectives Manual - The purpose

of developing this manual was to give top management, or any exogenous source the knowledge of what our Program Evaluation Section evaluates and how we measure quantitatively our objectives. This manual (Appendix 8) is a description of current activities conducted in the Program Evaluation Section. The goals and objectives stated in this manual reflect work which involves liaison with Central Office/field office staff, federal/state agencies, and other external sources.

3. Program Evaluation Section Brochure - The Program Evaluation Section brochure (Appendix 27) was developed for use by the Bureau staff describing how Central Office and district field offices can use the Program Evaluation Section as a supportive agent. The PES brochure describes the following:
   1. What is Program Evaluation?
   2. Who does it?
   3. Why do it?
   4. How is it done?
   5. Examples of what Program Evaluation does.
   6. Examples of questions or problems Program Evaluation can help with.

The following interactions and activities have occurred or are continuing with the following Central Office Sections:

1. EDP Section - Maintain a direct linkage for information requests that requires computer programming. The Program Evaluation Section and the EDP Section act as supportive sections to the Central Office and field offices.
2. Grants and Facilities Management Section - Developed a program evaluation plan for the Client Assistance Project, assisted in

in the questionnaire design for the collection of data for the Comprehensive Rehabilitation Center Project, developed a program evaluation plan for centers for the Independent Living Project, and provided the rehabilitation specialists with various types of information.

3. Public Information Section - Write informational articles, provide statistical data on our overall program, and provide this Section with information from our Program Evaluation Technical Assistance Center.
4. Training Section - Worked with this section in providing training programs on Similar Benefits Utilization and the Case Review Process. We used the Training Section to produce transparencies for our oral presentations at various meetings.
5. Medical Section - Supply statistical data on request, e.g. clients with spinal cord injuries.
6. Legal Section - Provided information on the consultants used by the Program Evaluation Section. Also utilized this Section for questions concerning "Confidentiality of Information" release by our Agency to external audiences.
7. Affirmative Action Section - Supply statistical data on request concerning demographic characteristics such as sex, race, age, and Spanish surnam by counties.
8. Special Projects Section - Provide statistical data on the Veterans Program, No-Fault Insurance Program, Aging Program, and the Drug and Alcohol Program. Completed a Program Evaluation Assessment of the Aging, Drug and Alcohol Programs annually.
9. Budget Section - Assist in the development of the RSA-1 Report Program Financial Plan and State Budget. Work with the Purchasing

Officer in the ordering of supplies, library books and periodicals for the Program Evaluation Technical Assistance Center.

10. Systems Development Section - Provide information for the Workers' Compensation Program, Placement Program, Skills Training and Enhanced Placement Program, Deaf and Hard-of-Hearing Program, CETA and Public Welfare Programs, Mental Health and Mental Retardation Program, Johnstown Center Training Program for Employers, and we also aid the Psychological Consultant.

11. Fiscal Section - Regular interaction for budgetary control and work.

12. Policy and Procedures Section - Development of new forms (BVR-104) and development of dissemination techniques.

13. Case Service Section - Assist in the development of the definition of severely disabled and informational requests from the district offices. Provide information and analysis of similar benefits use by district field offices. Provide detailed analysis and recommendations following all case reviews. Monitors the number of delinquent annual caseload reviews, which is part of the IWRP process.

14. Assistant Director of Central Office Operations - Provided linking references for development of the Consumer Advisory Committee. Utilized the Follow-up Surveys for input to this Committee. In addition to these interactions at the Central Office level, many contacts are made at district field office level, with the Program Evaluation Section responding directly to specific requests for information and data.

Discussion - Which of the above were most successful and why? The Technical Assistance Center had a decided impact on our field counselors and supervisors. The TAC used field input in determining the types of acquisitions needed for the Center. The acquisitions purchased were books and periodicals that provided the necessary information to the appropriate users. Another activity that was extremely advantageous in the effectivenss and efficiency of our MEU and their interface with other sections within Central Office was the control for all informational requests submitted by Central, regional, and district office personnel, and external sources.

## VII. MODEL EVALUATION UNIT CAPABILITY OF PROVIDING INFORMATION RELEVANT TO INTERNAL STATE AGENCY PROGRAM PLANNING AND MANAGEMENT DECISION MAKING

The main objective was to determine if information currently being provided was meeting the needs of decision makers. Considerable effort was spent reviewing the Agency's Management Information System. Initially, the Unit produced all routine Federal, State, and Agency reports. We also conducted a number of special programmatic studies.

The intention of our review was to assess the information needs of top managers within our Central Office. We concentrated on those reports produced within our Unit. However, those reports produced by our EDP Section were also touched upon. This review was conducted during the first and second years of our contract.

A preliminary format of an analysis of information requirements was developed and is presented in Appendix 34. From this, a data requirement analysis was conducted. The results of the analysis have been integrated into a system design which shows the flow of information within the entire Agency. It also identifies specific information needs, as well as information redundancy which existed. A significant number of overlaps in data generation or availability were identified.

Each report generated by the Program Evaluation Section was reviewed. Appendix 35 shows a flow diagram of the process used to analyze each report. A format for this analysis is included in Appendix 36. The dissemination and utilization of the reports was also reviewed using the process outlined in Appendix 37. To obtain the necessary detail on the specific needs and uses of the MIS, the format described in Appendix 38 was employed. This process has been quite productive and has yielded the data necessary to make substantial revisions to our current system. Among the revisions made were:

Discussion - Which of the above were most successful and why? The Technical Assistance Center had a decided impact on our field counselors and supervisors. The TAC used field input in determining the types of acquisitions needed for the Center. The acquisitions purchased were books and periodicals that provided the necessary information to the appropriate users. Another activity that was extremely advantageous in the effectivenss and efficiency of our MEU and their interface with other sections within Central Office was the control for all informational requests submitted by Central, regional, and district office personnel, and external sources.

## VII. MODEL EVALUATION UNIT CAPABILITY OF PROVIDING INFORMATION RELEVANT TO INTERNAL STATE AGENCY PROGRAM PLANNING AND MANAGEMENT DECISION MAKING

The main objective was to determine if information currently being provided was meeting the needs of decision makers. Considerable effort was spent reviewing the Agency's Management Information System. Initially, the Unit produced all routine Federal, State, and Agency reports. We also conducted a number of special programmatic studies.

The intention of our review was to assess the information needs of top managers within our Central Office. We concentrated on those reports produced within our Unit. However, those reports produced by our EDP Section were also touched upon. This review was conducted during the first and second years of our contract.

A preliminary format of an analysis of information requirements was developed and is presented in Appendix 34. From this, a data requirement analysis was conducted. The results of the analysis have been integrated into a system design which shows the flow of information within the entire Agency. It also identifies specific information needs, as well as information redundancy which existed. A significant number of overlaps in data generation or availability were identified.

Each report generated by the Program Evaluation Section was reviewed. Appendix 35 shows a flow diagram of the process used to analyze each report. A format for this analysis is included in Appendix 36. The dissemination and utilization of the reports was also reviewed using the process outlined in Appendix 37. To obtain the necessary detail on the specific needs and uses of the MIS, the format described in Appendix 38 was employed. This process has been quite productive and has yielded the data necessary to make substantial revisions to our current system. Among the revisions made were:

1. Reduction in the number of reports produced (from seven to five).
2. Reduction of the frequency (monthly to quarterly).
3. Modification of four reports.
4. Reduction of one report (from ten pages to five pages).

Even though we made these revisions, we found that the informational needs of our Central Office were still being met.

During our review, it was deemed necessary to compile a list of all available data reports. Appendix 39 is a copy of this comprehensive list showing (1) computer run numbers, (2) title of run, (3) frequency of run, (4) product dissemination, and (5) distribution frequency.

At this time, we are proceeding with phase two of our analysis of the MIS. This phase is similar in method to phase one. However, a wider base is involved as we move toward the level of field operations. During this phase, our Regional and District Office Administrators will be interviewed. The procedure for these interviews and data analysis are presented in Appendix 40. It is anticipated that the results, when analyzed, will result in a more streamlined and efficient MIS.

While phase one and phase two involve only data dissemination from the Program Evaluation Section and/or EDP, in order to make a comprehensive review of all data services, phase three will involve data that is disseminated by other sections of the Bureau. Although formal planning has not been developed, it is anticipated that a plan will be developed shortly. The plan will include a collection of all data reports that are prepared and disseminated by other sections of the Bureau. This collection will provide a description of the sources of information and utilization of data presented. We feel that this list will be of great help to management in contacting the appropriate sources of data. This will also be helpful to management in making work assignments.

As part of the first phase of analyzing the MIS, the Program Evaluation Section formalized a procedure for the request of information. During the second phase, this process was refined with revisions being made to appropriate documents. A flow diagram of the request process is presented in Appendix 41, and a narrative description in Appendix 42. At the same time, a log was set up to maintain a control, record, and description of all requests (See Appendix 43).

To facilitate better managerial control of the flow of information from the Program Evaluation Section and/or EDP Section, a new review of request procedures has been developed and implemented. The procedures to be followed in processing a request for information are outlined in Appendix 44. A flow diagram of the process is Appendix 45. The guidelines used to determine feasibility of a request are presented in Appendix 46. A revised log book used to maintain control of requests has been developed and is presented in Appendix 47.

In addition to the procedures developed for the request of information from our Central Office and from other agencies, a procedure has been developed for our district offices. These procedures are outlined in Appendix 48.

The following comments were received from various administrators/decision makers in the Bureau ocncerning the support they received from the Program Evaluation Section. Please refer to the organizational chart (Appendix 6) for each individual's location within the organization.

1. Ken Fleming, Coordinator, Job Placement Program, Systems Development Section: "Let me just outline three of the most recent areas where we have called upon the service of our Bureau's Program Evaluation staff.

   "Our agency was granted a two year I & E grant, named the

119

Skills Training and Enhanced Placement Grant (S.T.E.P.), to introduce within our Agency some additional innovative placement techniques. We called upon the Program Evaluation staff, in preparing the S.T.E.P. grant, principally in three areas. We asked their assistance, and received their assistance in regard to data collection, data comparison, charts and graphs....

"And we called upon the Program Evaluation Section to assist us in designing a format for the reporting of placement counselor placements. We have done this reporting on a monthly basis using the designs suggested to us by our Program Evaluation staff.

"One of the more recent uses of program evaluation in our placement program was in the area of a case review that we requested. We met with the Program Evaluation staff and asked their assistance in determining the appropriateness of vocational goals in a random sample of case files....

"...We then utilized the results of the evaluation in designing some placement program modifications to assist us in better utilizing our EDP capacities to match available clients to existing job orders."

2. David Williams, Administrator, Planning Branch: "...I believe that the Section has a major role in the future of the Bureau. This is a Section that we depend upon to advise us of several important aspects of the program as they occur. The Evaluation Section, in providing us with this information, also enables us to project what we would like to see occur in the future. Personally, I find myself becoming more and more dependent upon the Evaluation Section for detailed information regarding what the Bureau is doing.

"...The Evaluation Section measures the overall rehabilitation program; does this by collecting, analyzing, developing product information; disseminates information of the Agency's program to the appropriate people.

"...The Section monitors the vocational rehabilitation process, quantitatively and qualitatively, for achievement of goals and priorities. It conducts case review studies on specific target operations in the rehabilitation process. It solicits input from all organizational levels to develop procedures for internal utilization. Through needs assessment and utilization of existing reports, it develops a Management Information System. The Section provides meaningful information to management to assist other Central Office sections develop information and assess informational needs which they may have. It continuously builds and refines methods and techniques for program evaluation. Finally, the Section develops evaluation plans for special projects being conducted by other sections."

3. James Diffendal, Rehabilitation Specialist, Facilities and Grants Management Section: "Although the Facilities and Grants Management Section of the Bureau of Vocational Rehabilitation has used the Program Evaluation Section on many projects in the past, the Program Evaluation Section was utilized extensively in the collection of data on operating CAP projects, which was then utilized to submit a CAP grant to RSA by the Bureau and the Office of the Visually Handicapped. The grant's submission to RSA, however, was not approved when it was first presented because the Program Evaluation component of the grant was proposed to be carried out by an outside source. RSA suggested

that, in order to save dollars, we utilize our internal Program Evaluation Section. The Program Evaluation Section did design the instruments and methods of data collection, and the grant was approved for funding. Without the development of these instruments, it is safe to say that the Bureau would not have competed successfully for CAP funding. Prior to the service component of the CAP grant, the Program Evaluation Section then held a conference between the BVR administrative staff and our Philadelphia and Rosemont offices, and the CAP staff themselves, to review and explain all the responsibilities of the parties in the collection of the data for this grant to be successful. The administrators of the Bureau felt very good about this explanation as they felt now that they could understand the CAP grant in full. The Program Evaluation individuals have been very helpful overall, and we think that they will be important in the success of this grant."

4. Marlin Kester, Rehabilitation Specialist, Systems Development Section:

"Historically, Pennsylvania BVR did not have a formalized relationship with the Pennsylvania Bureau of Worker's Compensation for referral of work-injured persons. However, due to the volume of monthly work injuries and the continually rising costs of the Worker's Compensation Program in Pennsylvania, BVR's interest in developing a more formal relationship grew. After initial meetings between the Bureau directors, the possibility of a computerized referral exchange pilot project was proposed. The Program Evaluation Section assisted in the preliminary design and presentation of the pilot project to not only the respective

Bureau directors, but personnel from the fifteen BVR district offices who would eventually receive referrals from the project. This innovative approach to the referral of Worker's Compensation recipients has been in place now for 14 months. The Program Evaluation Section has been monitoring the project through quarterly statistical reviews and reports. We have found it necessary to make changes in our initial program and reporting system during this time based upon these reviews. Currently, the Program Evaluation Section is assisting me in a review of the total project's impact in the BVR program. The Program Evaluation Section provides me with important staff support functions as the coordinator of Pennsylvania's BVR Worker's Compensation Referral Project."

5. Lucy Shumaker, Rehabilitation Specialist, Policy and Procedures Section:

"Often a gap exists between the generalities of a mandate and the specifics required for field application. This divergence became particularly apparent when the Bureau addressed similar benefits implementation. To bridge this gap, we in Policy and Procedures called upon the expertise of the Program Evaluation Section. What we were looking for was to identify a procedural starting point. Through the Program Evaluation unit a case review was conducted and, from these findings, interim guidelines were developed. These guidelines provided our field personnel with a uniform definition of similar benefits, the specific types of resources to be considered, as well as a method of recording resource crediting. The application of these interim guidelines was then evaluated through another Case Review. It was through this cooperative effort that the Bureau's general policy regarding similar benefits utilization could be refined into meaningful procedures. The results of our joint endeavor then became the final procedures now established in the Bureau's Case Services Manual. I would like to point out, too, that through this Program Evaluation System, we are able to track the ongoing application of the final procedures. In this manner, we can more readily accomodate further revisions as need may arise."

6. Adolph Latz, Assistant Director, Field Operations: "The Program Evaluation Section at our Central Office has been requested to supply both management and operational information. We've asked them to provide us with data related to similar benefits in two ways: first, to determine the costs of similar benefits, and secondly, the number of clients that were involved in similar benefits programs as a client of the Agency. District Office's have made several requests for operational information; they've made requests concerning the number and costs in training cases, particularly those at technical and trade schools. Also, we've asked the Program Evaluation Section to develop impact information on ceilings for certain expenditures. They have provided for us this information in summary form, which was helpful in making decisions, as well as implementing operational procedures."

# VIII. NATIONAL DISSEMINATION AND UTILIZATION ACTIVITIES DURING THE THIRD YEAR

The joint external D&U plan was completed in April 1980. Information sources, kinds of information, and audience identification and analysis, as well as vehicles of dissemination were included. The major methods used were presentations at meetings, the "Manuscript of Special Observed Activity", "MEU Newsletter", national conference, and Sister States Conference.

Pennsylvania has submitted articles to various publications coordinated by the coordinating contractor ("Manuscript of Special Observed Activity", "MEU Newsletter", and "MSOA"), Appendix 30. Participation in the Federal Region III Program Evaluation Forum held twice in Rehoboth Beach allows MEU and non-MEU states to discuss issues of interest in program evaluation.

A Pennsylvania MEU staff member gave a presentation at the St. Louis National Convention of the American Personnel and Guidance Association, (See Appendix 49).

Several presentations were given at the National Conference held in Scottsdale, Arizona, on June 30-July 2, 1981 by Pennsylvania personnel. The topics were centered on how management utilized program evaluation (See Appendix 31).

Planning for the Sister States Conference began in September 1980, and progressed exceptionally well culminating in the September 15-16 conference. The Sister States Conference was held in Harrisburg and the following states participated: New York, Florida, Ohio, Illinois, Texas, California, and North Carolina (see Appendix 32).

Pennsylvania is very interested in external D&U activities for the third year and beyond. It is our hope that RSA will allow funding for D&U activities on a national basis at the conclusion of the contract.

## IX. PRESENTATIONAL DIMENSIONS OF A STATE VOCATIONAL REHABILITATION AGENCY PROGRAM AND POLICY SYSTEM DEVELOPED WITH THE USE OF A MODEL EVALUATION UNIT/MANAGEMENT INFORMATION SUPPORT UNIT

If a Model Evaluation Unit is to have impact on the Agency's policy making, planning and program operations and be accepted within the Agency as being important to the Agency's concerns and needs, meaningful information that has utilitarian value must be provided by the Evaluation Unit. Amount and content of information will vary depending upon Agency size.

Within the Agency organization, the head of Evaluation should be an Administrator. This will allow input and coordination between the Unit and the rest of the Agency staff. Communication can be enhanced since an Administrator will have input into Agency decisions and policy, which will result in better evaluation visibility.

In keeping with the above statements, our durability has increased since we provide the following types of evaluations and reports within our Agency:

1. Conduct a comprehensive annual evaluation of program effectiveness in achieving the service goals and priorities of the Agency. Examples are as follows:
    - A. Conduct follow-up services of previous VR clients.
    - B. Prepare and disseminate a profile analysis report on a statewide and district office level to measure a goal achievement.
    - C. Conduct case review studies on specific target operations.
2. Develop annual plans which outline the major evaluations and studies to be undertaken, conducted, or completed in the coming year. Examples of this are:
    - A. Develop an evaluation plan for special projects for other

sections and the field offices as requested.

B. Develop an evaluation plan for case review process and utilization of Case Review Evaluators.

3. To respond to informational requests from central office/field office staff and other federal, state, and local agencies.
4. To maintain close consultant relationships with all administrative sections, especially those engaged in client services.
5. To forecast resource needs, survey needs for short and long range program objectives.

As a result of Evaluation staff experienced in evaluation techniques and Agency operation, we were requested to do special studies that did impact on Agency policy and planning. Some of those studies and their impact are listed below:

1. Determine resources utilized in college and trade school training that offset Agency costs.

   The evaluation technique used was the case review process and the findings were given to the Agency Director and the Executive State Board.

   Our study provided meaningful information to policy makers to reinforce the decision to modify allowable costs in training of clients.
2. Determine if existing agency policy on homemakers is understood and implemented by the field personnel.

   The evaluation technique used was the case review process and the findings were given to the Planning Branch.

   Our review resulted in modification of existing procedures of providing homemaker services to clients.
3. Determine utilization of similar benefits.

In carrying out this assignment, we worked closely with other sections in central office and field personnel. We started a pilot study in one district office and developed procedures for utilization of similar benefits.

The pilot study resulted in the development of Agency procedures and for statewide implementation after the pilot study is completed.

4. Developed many reports that are used in decision making such as severely disabled report, goal report, key caseload report and many special reports.

The above are some examples that we feel have increased our durability.

In summary, I wish to emphasize the following points.

1. An Evaluation Section's durability, in our experience, is primarily dependent upon its utilitarian value within the Agency not just position on the organizational chart.
2. Evaluation staff should know evaluation techniques, agency operation and field case service procedure.
3. The Evaluation head should have an administrative position in the Agency.

It is felt that the following skills and capabilities for staff are a necessity:

1. Skills and capabilities of staff to do evaluations.
2. Encourage the utilization of new strategies and methods.
3. Develop research of new measures of impact on client needs to include qualitative prospectives and judgments of clients and counselors.
4. Develop measures of outcome that would allow comparison across programs.

5. Develop mechanisms for coordinating interaction and exchange of information.

## X. CONCLUSIONS

1. Suggestions to facilitate the process of establishing the Model Evaluation Unit.
   - A. The organizational position of the Evaluation Unit is not as important as the Evaluation Unit's ability to provide meaningful information to the appropriate people.
   - B. Ideally, the head of the Evaluation Unit should be on an administrative level position that would result in communication with other administrators and involvement in decision making processes.
   - C. Define goals and specifically, define objectives.
   - D. The Evaluation Unit should be made up of the following positions: 1) a statistician who has advanced knowledge and sophistication in analysis; 2) a management analyst who has the capabilities of working with other staff and is familiar with EDP; and 3) a program analyst who has a background in field operations. The number of these people would depend upon the activities of the Evaluation Unit.
2. Communication networks and work relationships which must be developed.
   - A. There should be levels of communication established between the sections in Central Office and the Evaluation Unit.
   - B. Working relationships should include such activities as dissemination of appropriate information, input and utilization as a resource.
   - C. Through conducting needs assessments the MEU should be able to determine specifically how each section within the Agency could benefit from the information provided to them.
   - D. If the head of the section is in an administrative capacity, he or she would have access to administrative meetings that could be utilized to describe evaluation functions.
3. Types of information which the Model Evaluation Unit should attempt to

provide.

A. Types of information that we should provide I believe are defined in our objectives. More specifically, we could state in this section examples of our objectives, for example: to develop annual plans for major evaluations and studies.

B. Other specific examples could pertain to our objectives such as similar benefits reporting.

C. Another example would be the annual plan for case review evaluations

4. Sources of funding.

A. No response.

5. Data processing requirements for the unit to be responsive.

The Program Evaluation Section should have access to all data files. These files should include: client's statistical record (RSA-300), client's fiscal record, and vendor file.

The Program Evaluation Section should also have access to computer software capabilities in order to generate data from the above files. In Pennsylvania we have access to two computer software packages to retrieve data. These are Pansophic-Easytrieve, which is a versatile, easy-to-use information retrieval and data management system, and the Statistical Analysis System (SAS), which enables us to statistically analyze existing data. We also have direct access to an online computer terminal from which we can get current client, counselor, and district information. In addition, we also have regular computer programmed reports which we receive on a monthly, quarterly, annual, or ad hoc basis.

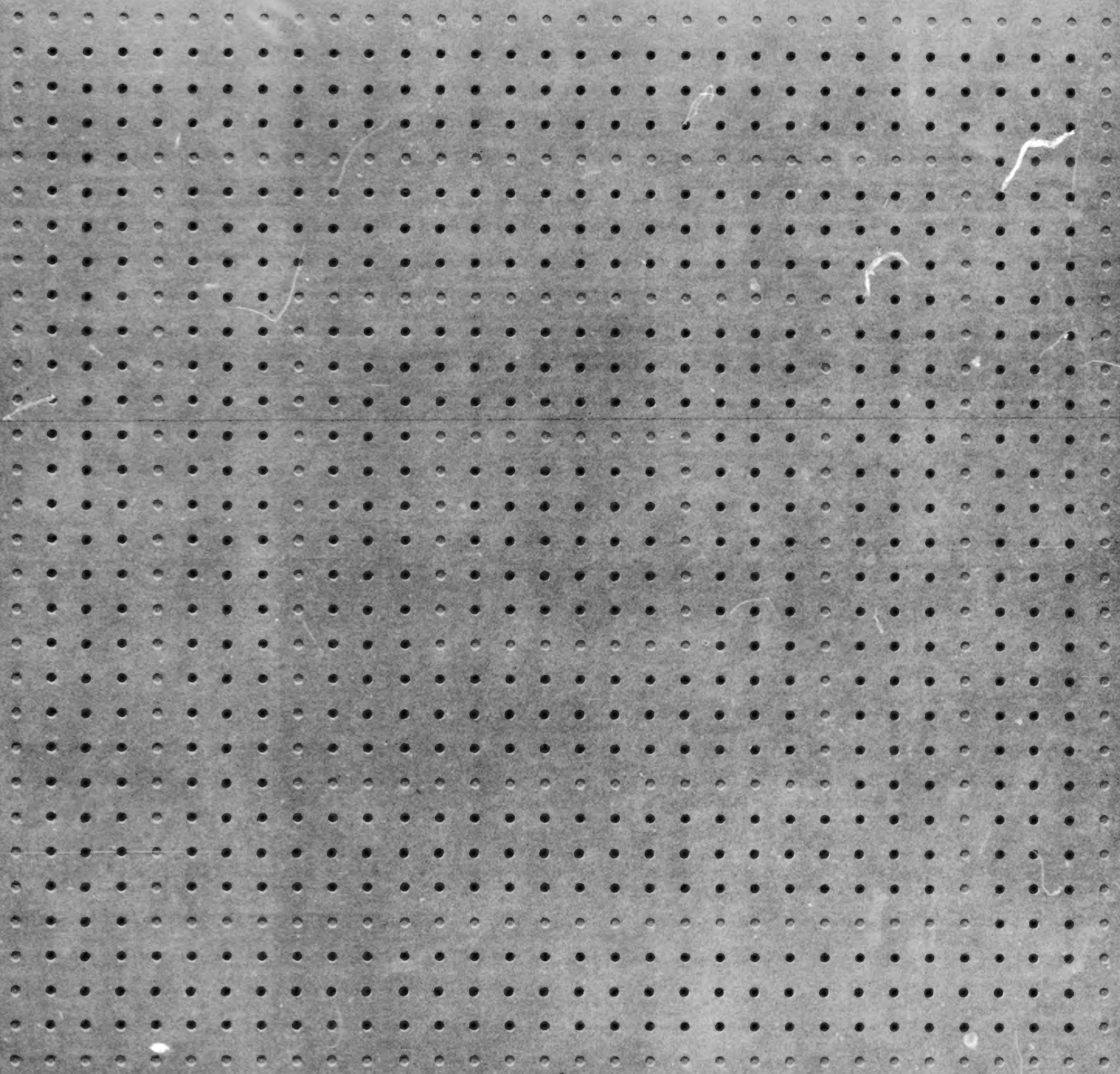
FEB 3 1982

# We've Only Just Begun

Pennsylvania Bureau
of Vocational Rehabilitation
Program Evaluation Section
Labor and Industry Building
7th and Forster Streets
Harrisburg, PA 17120

Model Evaluation State
U.S. Department of Education
Contract No. 105-78-4009
Executive Summary

Final Report



PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION
Labor and Industry Building
Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

# A COMPREHENSIVE STATE VR PROGRAM AND POLICY SYSTEM THROUGH A MODEL EVALUATION/MANAGEMENT SUPPORT UNIT

## FINAL REPORT APPENDICES

Contract: 105-78-4009

Prepared for:

Rehabilitation Services Administration
Office of Human Development Services
Department of Education
Washington, D.C.

September 1981

## APPENDICES
## TABLE OF CONTENTS

APPENDIX 1 - Pennsylvania Bureau of Vocational Rehabilitation Organization prior to contract.................................... 1

APPENDIX 2 - Program Evaluation Section Organization for contract.......................... 2

APPENDIX 3 - September 1981, Pennsylvania Bureau of Vocational Rehabilitation structure................................... 3

APPENDIX 4 - Working Relationships as a factor in the durability of Program Evaluation.................................. 4

APPENDIX 5 - OTS for Conceptual Framework.................. 5

APPENDIX 6 - Evaluation Section, Bureau of Vocational Rehabilitation, Organization, Functions and Assignment Handbook............................... 22

APPENDIX 7 - Utilization Plan for Case Service Evaluators.................................. 45

APPENDIX 8 - Program Evaluation Section Goals and Objectives 1981............................. 52

APPENDIX 9 - Fiscal Accountability....................... 57

APPENDIX 10 - Model Evaluation Unit Technical Assistance Summary by West Virginia Research & Training Center.................... 62

APPENDIX 11 - Critical Review of Berkeley Planning Associates Program Standards Report........... 69

APPENDIX 12 - Six-Month Follow-Up Questionnaire and Results................................. 88

APPENDIX 13 - Analysis of the Field Test of the Facilities Information System.................107

APPENDIX 14 - Task VI Development of Increased Capacity of Present Evaluation Programs...........109

APPENDIX 15 - Task VI Development of New Evaluation Capacity..................................110

APPENDIX 16 - Program Evaluation Section Library...........111

APPENDIX 17 - Training Bulletin.............................119

APPENDIX 18 - Evaluation Component, Client Assistance Project....................................120

APPENDIX 19 - Follow-Up Survey of Vocational Rehabilitation Clients...............................129

APPENDIX 20 - Cross-Tabulation and Validity Chart...........132

APPENDIX 21 - Follow-Up Survey..............................139

APPENDIX 22 - Similar Benefits..............................143

APPENDIX 23 - Profile Analysis Technique...................150

APPENDIX 24 - Case Review Process..........................210

APPENDIX 25 - Report on Dissemination and Utilization.......249

APPENDIX 26 - Flow Chart of Dissemination and Utilization Activities.............................269

APPENDIX 27 - Pennsylvania Bureau of Vocational Rehabilitation Handout.............................270

APPENDIX 28 - Program Evaluation Update.....................272

APPENDIX 29 - Rehab Brief...................................276

APPENDIX 30 - Program Evaluation Articles submitted by Pennsylvania staff for Newsletter and Manuscript of Special Observed Activities.....282

APPENDIX 31 - The Management Uses of Evaluation Information.......................................305

APPENDIX 32 - Sister States Conference.....................322

APPENDIX 33 - Program Evaluation Section Cover Sheet........345

APPENDIX 34 - Information Requirement Analysis (Simplified)................................346

APPENDIX 35 - Report Analysis Procedure....................347

APPENDIX 36 - Report Review Methodology....................348

APPENDIX 37 - Review of the Dissemination and Utilization of Reports...........................349

APPENDIX 38 - Management Information Review Procedure.......350

APPENDIX 39 - All Data Reports............................352

APPENDIX 40 - Management Information Review Procedure.......358

APPENDIX 41 - Flow Diagram for Request of Information from Evaluation (Internal & External).........360

APPENDIX 42 - Procedure for Request of Information from Evaluation (Internal & External).........361

APPENDIX 43 - Evaluation Request Log.....................363

APPENDIX 44 - Procedure for Request of Information..........364

APPENDIX 45 - Flow Diagram for Request of Information from Evaluation (Internal & External).........366

APPENDIX 46 - Guidelines for Initial Review of a Service Request...............................367

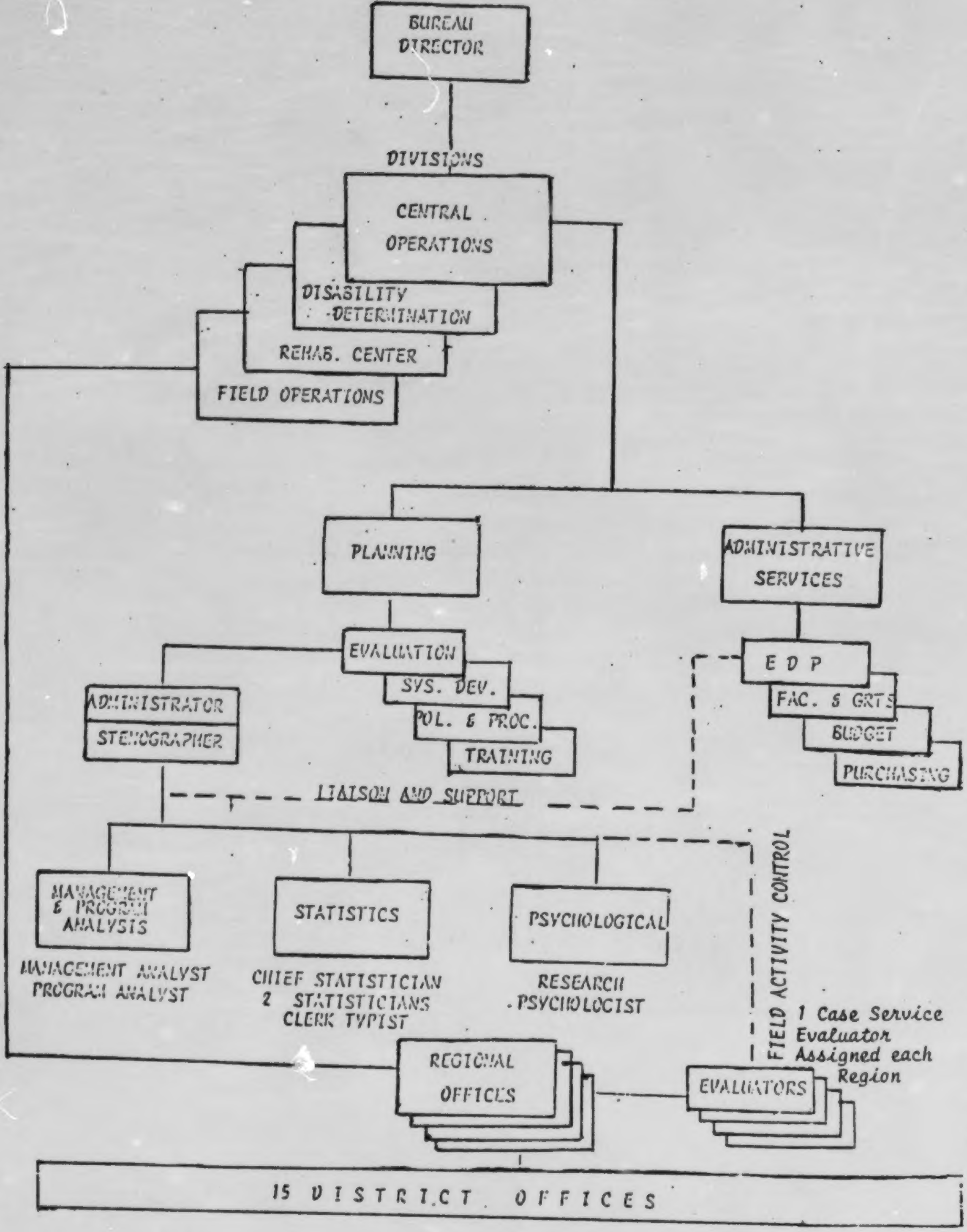
APPENDIX 47 - Revised Evaluation Request Log................371

APPENDIX 48 - Numbered Memo: Information Request Procedure...................................372

APPENDIX 49 - Pennsylvania's Perspective on its involvement in the Federal Department of Education's Model Evaluation Contract, 1978-1981..........................374

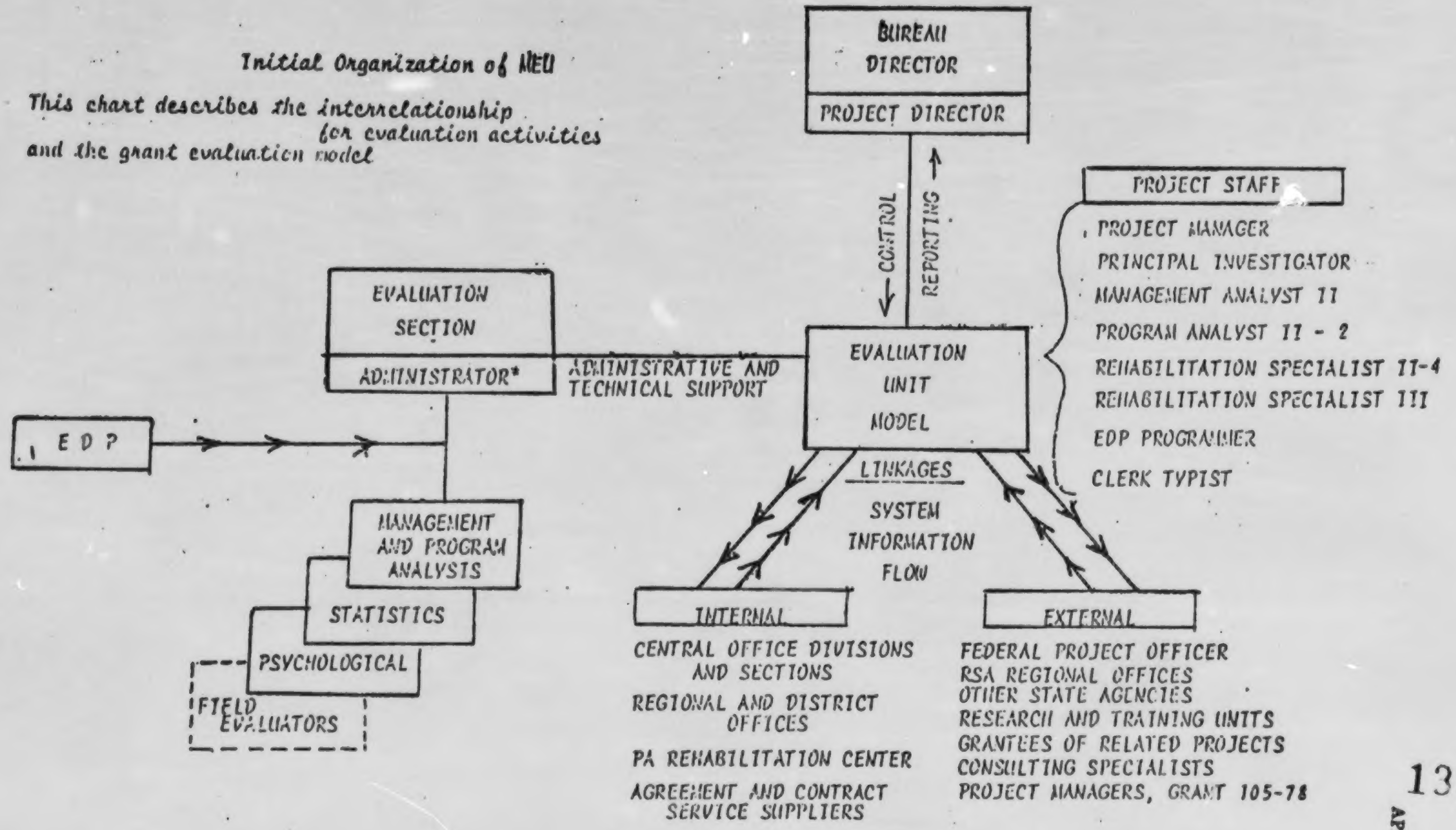
APPENDIX I

1978 Agency Organization


BUREAU DIRECTOR
DIVISIONS
CENTRAL OPERATIONS
DISABILITY DETERMINATION
REHAB. CENTER
FIELD OPERATIONS
PLANNING
ADMINISTRATIVE SERVICES
EVALUATION
SYS. DEV.
POL. & PROC.
TRAINING
E D P
FAC. & GRTS
BUDGET
PURCHASING
ADMINISTRATOR
STENOGRAPHER
LIAISON AND SUPPORT
MANAGEMENT & PROGRAM ANALYSIS
STATISTICS
PSYCHOLOGICAL
MANAGEMENT ANALYST
PROGRAM ANALYST
CHIEF STATISTICIAN
2 STATISTICIANS
CLERK TYPIST
RESEARCH PSYCHOLOGIST
FIELD ACTIVITY CONTROL
1 Case Service Evaluator Assigned each Region
REGIONAL OFFICES
EVALUATORS
15 DISTRICT OFFICES

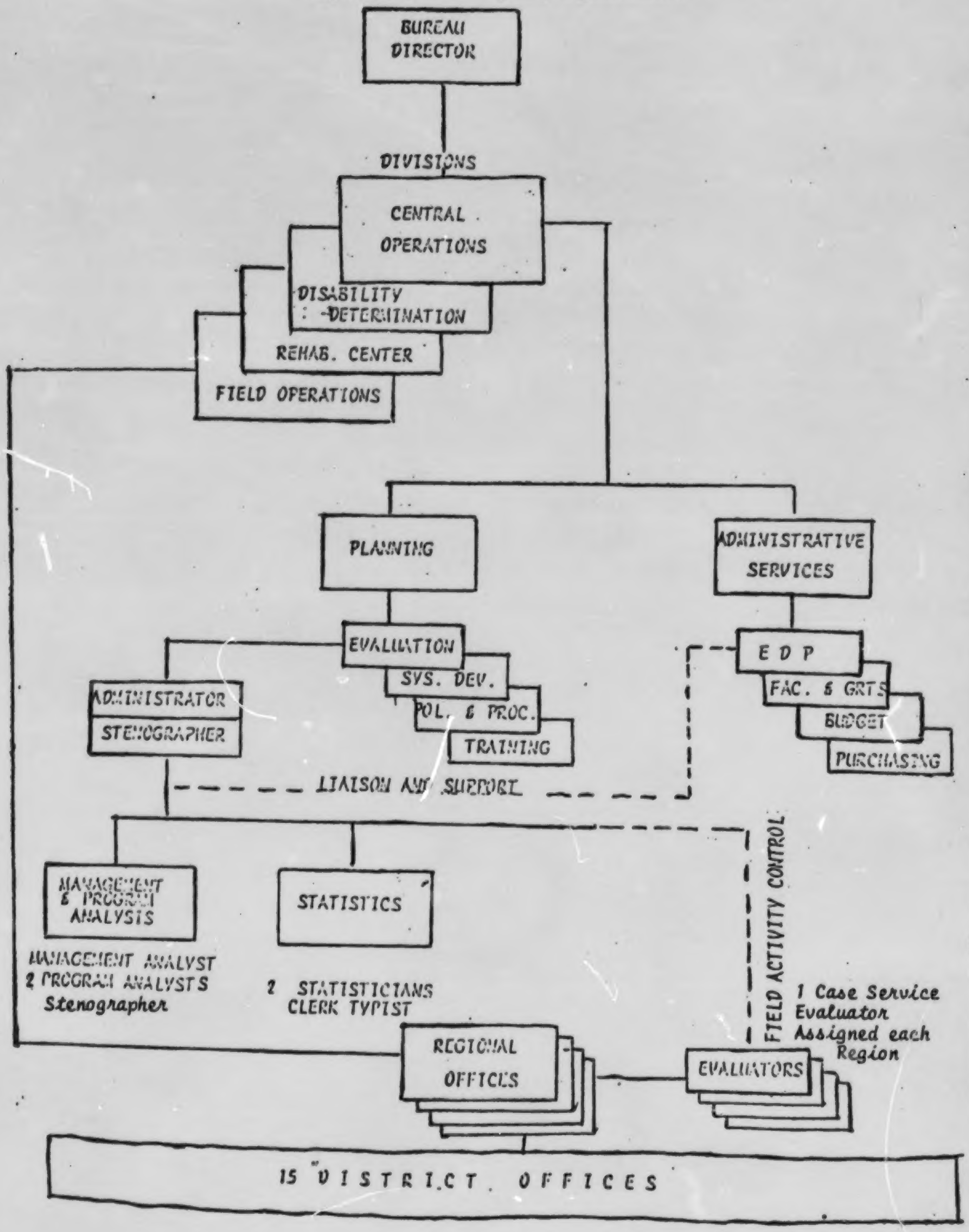
## Initial Organization of NEU

This chart describes the interrelationship for evaluation activities and the grant evaluation model


BUREAU DIRECTOR
PROJECT DIRECTOR
CONTROL
REPORTING
PROJECT STAFF
PROJECT MANAGER
PRINCIPAL INVESTIGATOR
MANAGEMENT ANALYST II
PROGRAM ANALYST II - 2
REHABILITATION SPECIALIST II-4
REHABILITATION SPECIALIST III
EDP PROGRAMMER
CLERK TYPIST
EVALUATION SECTION
ADMINISTRATOR*
ADMINISTRATIVE AND TECHNICAL SUPPORT
EVALUATION UNIT MODEL
EDP
MANAGEMENT AND PROGRAM ANALYSTS
STATISTICS
PSYCHOLOGICAL
FIELD EVALUATORS
LINKAGES
SYSTEM INFORMATION FLOW
INTERNAL
CENTRAL OFFICE DIVISIONS AND SECTIONS
REGIONAL AND DISTRICT OFFICES
PA REHABILITATION CENTER
AGREEMENT AND CONTRACT SERVICE SUPPLIERS
EXTERNAL
FEDERAL PROJECT OFFICER
RSA REGIONAL OFFICES
OTHER STATE AGENCIES
RESEARCH AND TRAINING UNITS
GRANTEES OF RELATED PROJECTS
CONSULTING SPECIALISTS
PROJECT MANAGERS, GRANT 105-78

PROPOSED ORGANIZATION FOR GRANT PROJECT ACTIVITIES

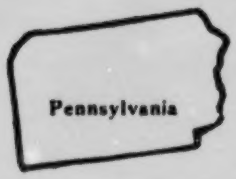
*September, 1981 Agency Organization*


BUREAU DIRECTOR
DIVISIONS
CENTRAL OPERATIONS
DISABILITY DETERMINATION
REHAB. CENTER
FIELD OPERATIONS
PLANNING
ADMINISTRATIVE SERVICES
EVALUATION
SYS. DEV.
POL. & PROC.
TRAINING
EDP
FAC. & GRTS
BUDGET
PURCHASING
ADMINISTRATOR
STENOGRAPHER
LIAISON AND SUPPORT
MANAGEMENT & PROGRAM ANALYSIS
STATISTICS
MANAGEMENT ANALYST
2 PROGRAM ANALYSTS
Stenographer
2 STATISTICIANS
CLERK TYPIST
FIELD ACTIVITY CONTROL
1 Case Service Evaluator Assigned each Region
REGIONAL OFFICES
EVALUATORS
15 DISTRICT OFFICES

APPENDIX 4

# WORKING RELATIONSHIPS AS A FACTOR IN THE DURABILITY OF PROGRAM EVALUATION

**Donald E. Hossler**
**Pennsylvania Bureau of Vocational Rehabilitation**



One of the keys to the durability of an organizational unit is its ability to relate to other units of the organization in a successful manner. The Pennsylvania model evaluation unit (PA MEU) has expanded its relationships with other central, regional and district office units throughout the State since the inception of the contract. A major role of the Program Evaluation Section prior to the awarding of the contract was support activities to the entire Bureau. Contract work has heightened this involvement. Examples of such ongoing relationships are:

1. **Case Review Process** - This requires input from literally all segments of each organizational unit of the Bureau. This input assists in the determination of subjects for case reviews, e.g., homemaker closures, suitability of choice of vocational objective, alcoholic case reviews, etc. Additionally, top management's utilization of review can result in policy modification and can create an inter-active environment.

2. **Federal Standards** - Compilation and analysis of statewide data for this purpose requires cooperation and consultation from the district offices and management at all levels.

3. **Facilities Information System (FIS)** - This work activity involves relationships with the Facilities & Grants Management Section in order to develop and implement a system.

4. **Technical Assistance Center (T.A.C.)** - The collection of journals, periodicals, books and other literature has enhanced our capability to provide sound information to Bureau staff. In just over one year, almost 200 requests for information were filled. Requests are received from all 15 district offices and all sections of the central office. The range of requests is for information on everything from disabilities and program evaluation to management, counseling, and job placement.

A specific example of Pennsylvania's program evaluation supportive role in our agency is recent work on an evaluation plan for the newly emerging Client Assistance Project (CAP).

The Program Evaluation Section (PES) first heard of the existence of CAPs through a "Rehab Brief" disseminated by the University of Florida's Rehabilitation Research Institute on November 16, 1979. As a result, the PES contacted the Rehabilitation Services Administration in Washington, DC, to access a listing of operating CAPs. Phone contact was initiated with 15-20 CAPs asking for their annual reports and forms used. The responses flowed into the PES and were logged into the Technical Assistance Center for future use.

In April of 1980 the Grants and Facilities Management Section (GAFMS) began gathering information to request Federal funds for establishment of a PA CAP, with a pilot study in 2 district offices and one office for the visually handicapped. Information was disseminated from the T.A.C. to GAFMS in support of the proposal.

The PES assisted in the development of the evaluation plan with presentations to district, regional, and central offices, and to the CAP staff. The purposes of the meeting were; (1) to develop an awareness and understanding of the role of participants in the project; (2) to increase understanding of the evaluation plan system and purpose; (3) to initiate a uniform procedure at the onset with an awareness that modifications or deletions could be instituted when necessary; and (4) to elicit input for any preliminary revisions to the evaluation plan before it became operational on February 1, 1981.

Topical areas presented by the PES at the meetings revolved around a general overview of program evaluation, discussion of CAP program objectives and how they are measured, review of all forms to be utilized and their flow. Various audio-visual techniques were used to promote discussion and comment.

Further PES activity in the CAP will involve monitoring of progress, collecting data, measuring outcomes, analyzing data, and disseminaton. Frequent PES meetings are planned with Bureau field, central office and CAP staff.

A high priority of the PES, in support of Bureau activities, is timely and reliable assistance. The Federal contract has allowed the PES to enhance its ability to provide a variety of activities in a meaningful manner to the Bureau of Vocational Rehabiltation.

If you desire more information on this topic, telephone the writer at (717) 787-5133.

OA-501 12-67

COMMONWEALTH OF PENNSYLVANIA

April 25, 1980

SUBJECT: OTS for Conceptual Framework

TO: Dr. Jenkins

FROM: Don Hossler DH
Dick Cohen DC

Enclosed is the information compiled and updated to comply with the request for operational tracking systems to facilitate the development of a conceptual framework due on May 31, 1980.

The contents enclosed are as follows:

1. Original memoranda to initiate development of OTS
2. Index
3. Completed OTS's
4. Extra Blanks

Enclosures

cc: Mr. Guise
Ms. Worley

OA-301 12-67

COMMONWEALTH OF PENNSYLVANIA

January 28, 1980

SUBJECT: Operational Tracking System (OTS)

TO: All Project Staff (Evaluation and Facilities & Grants)

FROM: Harry W. Guise, Administrator of Evaluation Unit
Per: Dick Cohen/Don Hossler

As you are probably aware, during the contract organizational and planning meetings in November 1979, we were assigned the responsibility for the Operational Tracking System (OTS) that will accompany the conceptual framework deliverable due in May of 1980.

Many of you may have already established an OTS for your assigned projects or at least have formulated a visualization of the sequence of key activities and dates related to your project.

Since we are now four months into the second contract year, it appears appropriate that an OTS for each project be formally established and detailed to the extent possible. Completion of an OTS for each project will also serve to standardize the OTS format, coordinate contract activities and facilitate the preparation of the May 1980 deliverable (revised conceptual framework and operational tracking system.) You can expect to be contacted in April 1980 for an updating prior to submission of the OTS in May.

Each task coordinator will have primary responsibility for planning and managing each project within his task. Attached herewith is a separate OTS form for each project assigned to you. Contract deliverables have been entered. Also entered are other estimated product completion dates (Task 2 and 6) as established by the November 1979 planning and organization meeting. Mr. Guise has reviewed the assignments requiring tracking systems and some changes, deletions and/or additions may have been made. All projects under six have been included, even though they may have a low priority, since it is anticipated that work will be started on these projects sometime this year.

To assist in standardizing the entries, a completed sample OTS is provided.

Please return your project OTS to Don Hossler, Room 1318, no later than February 25, 1980.

## OPERATIONAL TRACKING SYSTEMS - 1-28-80

Each task coordinator will be responsible for planning and managing of each project within his task.

TASK COORDINATORS: 1 - Jenkins; 2 - Chopak; 3 - Jenkins; 4 - Chopak; 5 - Worley; 6 - Harry; 7 - Dick & Don; 8 - Jenkins & Guise; 9 - Jenkins; 10 - Guise

The following projects should have an OTS completed and a copy returned to Don Hossler by February 25, 1980:

| TASK | PROJECT | PRIMARY ACTORS |
|---|---|---|
| 2 | Needs Assessment | Guise |
| 2 | Rehab. Lib., & Res. Inf. Activities | Chopak, Kuhns |
| 3 | Conceptual Framework | Jenkins |
| 3 | O.T. Systems | Cohen |
| 4 | Standards/Testing | Chopak |
| 5 | Facilities Reporting/Testing | Worley, Lingle |
| 6 | Case Review | Guise, Hossler |
| 6 | P.A.T. | Schildt |
| 6 | M.I.S. | Lingle |
| 6 | Evaluation Section Organizational | Cohen, Hossler |
| 6 | Client Satisfaction Studies | Grib |
| 6 | Similar Benefits | Guise, Hossler |
| 6 | Life Satisfaction | Chopak |
| 6 | Facilities Data Base | Worley, Lingle |
| 6 | Weighted Case Closure | Grib |
| 6 | Comparison by Disability | Chopak, Grib |
| 6 | Defined Terms Project | Cohen |
| 7 | D & U | Cohen, Hossler |
| 9 | Yearly Report | Jenkins |

MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

_____ YEAR

ASK _____ PROJECT ____________________ PAGE _____

CORDINATOR ____________ PRODUCT ____________

| ACTIVITY / MONTH | O<br>1 | N<br>2 | D<br>3 | J<br>4 | F<br>5 | M<br>6 | A<br>7 | M<br>8 | J<br>9 | J<br>10 | A<br>11 | S<br>12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |

LEGEND ⓓ = Contract Deliverable X = Agency Initiated Product
0 = Completion Date No Product Involved Activity Period

MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

1980 YEAR

TASK 10 PROJECT Federal Regional Study PAGE 1 of 2

COORDINATOR(S) Guise PRODUCT Federal Regional Study of Evaluation System

| ACTIVITY | O<br>1 | N<br>2 | D<br>3 | J<br>4 | F<br>5 | M<br>6 | A<br>7 | M<br>8 | J<br>9 | J<br>10 | A<br>11 | S<br>12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Planning Meeting |  |  |  |  |  | 0 |  |  |  |  |  |  |
| Planning | — | — | — | — | — | — | — | — | — | — | — | —0 |

LEGEND: Ø = Contract Deliverable
O = Completion Date No Product Involved
X = Agency Initiated Product
Activity Period

MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

1980 YEAR

TASK 10 PROJECT Federal Regional Study PAGE 2 of 2

COORDINATOR(S) Guise PRODUCT Federal Regional Study of Evaluation System

10

| ACTIVITY | MONTH | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | O<br>1 | N<br>2 | D<br>3 | J<br>4 | F<br>5 | M<br>6 | A<br>7 | M<br>8 | J<br>9 | J<br>10 | A<br>11 | S<br>12 |
| Activities not been pursued further than an initial meeting in March 1980. This activity was not originally contracted in first year and will require a substantial commitment. Further direction is necessary from the Federal level for PA to initiate specific work agreements and staff commitment. | | | | | | | | | | | | |

LEGEND: ⊘ = Contract Deliverable
O = Completion Date No Product Involved
X = Agency Initiated Product
Activity Period

## MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

2 YEAR

TASK 6 PROJECT BVR EVALUATION SECTION ORGANIZATION, MODEL EVALUATION UNIT PAGE 1 OF 1

COORDINATOR COHEN/HOSSLER PRODUCT A PLAN FOR EVALUATION SECTION ORGANIZATION AND STAFFING

| ACTIVITY / MONTH | O<br>1 | N<br>2 | D<br>3 | J<br>4 | F<br>5 | M<br>6 | A<br>7 | M<br>8 | J<br>9 | J<br>10 | A<br>11 | S<br>12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Research and Preparation of First Draft | ——— | ——— | ——— | ——— | X | | | | | | | |
| Presentation to Project Manager and Principal Investigator | | | | | 0 | | | | | | | |
| Revision and Preparation of Second Draft | | | | | ——— | ———X | | | | | | |
| Presentation to and Input by Project Staff | | | | | | | 0 | | | | | |
| Consultation with Management and Organization Specialist* | | | | | | | 0 | | | | | |
| Revision and Preparation of Final Draft | | | | | | | ——— | ——— | ———X | | | |
| Final Review with Project Manager and Principal Investigator | | | | | | | | | | 0 | | |
| Revisions and Final Product | | | | | | | | | | ——— | ———X | |
| Initiate Planning for Section Reorganization to Occur the Third Year of Contract Period | | | | | | | | | | | | ——— |

*To be selected

LEGEND Ⓓ = Contract Deliverable X = Agency Initiated Product
0 = Completion Date No Product Involved Activity Period

MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

_____ YEAR

ASK _____ PROJECT ______________________________ PAGE _____

CORDINATOR ______________ PRODUCT ______________

| ACTIVITY MONTH | O 1 | N 2 | D 3 | J 4 | F 5 | M 6 | A 7 | M 8 | J 9 | J 10 | A 11 | S 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |

LEGEND Ⓧ = Contract Deliverable X = Agency Initiated Product
0 = Completion Date No Product Involved Activity Period

## MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

1980 YEAR

TASK 10 PROJECT Federal Regional Study PAGE 2 of 2

COORDINATOR(S) Guise PRODUCT Federal Regional Study of Evaluation System

| ACTIVITY | MONTH | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | O 1 | N 2 | D 3 | J 4 | F 5 | M 6 | A 7 | M 8 | J 9 | J 10 | A 11 | S 12 |
| Activities not been pursued further than an initial meeting in March 1980. This activity was not originally contracted in first year and will require a substantial commitment. Further direction is necessary from the Federal level for PA to initiate specific work agreements and staff commitment. | | | | | | | | | | | | |

LEGEND: ⊘ = Contract Deliverable
O = Completion Date No Product Involved
X = Agency Initiated Product
Activity Period

MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

80 YEAR

TASK 4 PROJECT Procedural Evaluation Standards PAGE 1

COORDINATOR Chopak PRODUCT

| ACTIVITY / MONTH | O 1 | N 2 | D 3 | J 4 | F 5 | M 6 | A 7 | M 8 | J 9 | J 10 | A 11 | S 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Report on how the Procedural Standards will be field tested. | | | | Ⓧ | | | | | | | | |
| 2. Select case review personnel for attendance at SDSU-RCEP training for the case review process (initial review). | | | 0 | | | | | | | | | |
| 3. Select sample of client's case files to be reviewed at the Case Review Training (initial review). | | | | 0 | | | | | | | | |
| 4. Receive CRS fact-sheets from SDSU-RCEP and complete SECTION 1A of CRS. | | | | | 0 | | | | | | | |
| 5. Receive CRS training in Philadelphia on the SDSU/CRS instrument and BPA Section VII of the CRS and BPA Modified CRS. | | | | | 0 | | | | | | | |
| 6. Participate with SDSU-RCEP in the follow-up session on the CRS. | | | | | | | 0 | | | | | |
| 7. Participate in BPA's training for BPA Section I of the CRS. | | | | | | | 0 | | | | | |
| 8. Apply BPA Section I of the CRS to sampled clients. | | | | | | | 0 | | | | | |
| 9. Independent Analysis of the Procedural Standards | | | | | | | | | | | | Ⓧ |

LEGEND Ⓧ = Contract Deliverable X = Agency Initiated Product
0 = Completion Date No Product Involved Activity Period

MODEL EVALUATION/MANAGEMENT INFORMATION SUPPORT UNIT

80 YEAR

TASK 4 PROJECT Procedural Evaluation Standards PAGE 1

COORDINATOR Chopak PRODUCT

| ACTIVITY / MONTH | O 1 | N 2 | D 3 | J 4 | F 5 | M 6 | A 7 | M 8 | J 9 | J 10 | A 11 | S 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Report on how the Procedural Standards will be field tested. | | | | ⓧ | | | | | | | | |
| 2. Select case review personnel for attendance at SDSU-RCEP training for the case review process (initial review). | | | 0 | | | | | | | | | |
| 3. Select sample of client's case files to be reviewed at the Case Review Training (initial review). | | | | 0 | | | | | | | | |
| 4. Receive CRS fact-sheets from SDSU-RCEP and complete SECTION 1A of CRS. | | | | | 0 | | | | | | | |
| 5. Receive CRS training in Philadelphia on the SDSU/CRS instrument and BPA Section VII of the CRS and BPA Modified CRS. | | | | | 0 | — | | | | | | |
| 6. Participate with SDSU-RCEP in the follow-up session on the CRS. | | | | | | | 0 | | | | | |
| 7. Participate in BPA's training for BPA Section I of the CRS. | | | | | | | 0 | | | | | |
| 8. Apply BPA Section I of the CRS to sampled clients. | | | | | | | 0 | | | | | |
| 9. Independent Analysis of the Procedural Standards | | | | | | | | | | | | ⓧ |

LEGEND Ⓒ = Contract Deliverable X = Agency Initiated Product
0 = Completion Date No Product Involved Activity Period

# THOUGHTS ON DEVELOPMENT OF A CONCEPTUAL FRAMEWORK FOR A PROGRAM EVALUATION SECTION

The specifications for this contract required the development of a "Model" Program Evaluation and Management Information Support Unit. In this context, the term "Model" would appear to have at least two levels of meaning. A model might be considered to be an ideal or exemplary method of functioning. This was clearly one aspect of the Rehabilitation Services Administration's intentions since the units were to serve as examples that "given sufficient resources, State Agencies, regardless of size, can develop effective evaluation capacity" (OHDS, 1978, P. 6). However, a model also has a theoretical or scientific level of meaning which is to serve as "a representation of the underlying structure of a process or system. The system might be conceptual, ideal, or real. In general, a model has a simple and/or manipulatable structure relative to the system it represents. By making explicit the implications of alternative assumptions regarding key relationships of the issue or system under study, a model can provide a clearer understanding of these relationships" (GAO, 1978). Brodbeck also agrees that a model has the virture of being easy to manipulate so that it "may help the discovery of principles by which it works, if these are not already known" (1968, P. 580). This author does, however, argue against a casual use of the concept of a "Model" describing models as two theories whose laws are structurally similar to each other. Although the contract's excursion into the area of model building would probably be closer to the process of creating an analogy than model building within this precise definition, Brodbeck's isolation of the essential criteria for a model's adequacy is useful for us since he describes isomorphism as a model's essential characteristics. "Isomorphism requires two conditions. First, there must be a one to one correspondence between the elements of the model and the elements of the thing of which it is a model... Second, certain relationships are preserved" (1968, P. 580). The quality of isomorphism or correspondence between the model and that which it seeks to describe becomes a test of adequacy of the researcher's efforts. Much of our effort has been directed toward creating an adequate description or our "Model" of the actual operations of an on-going evaluation unit.

In an attempt to describe more adequtely the criteria which are necessary to evaluate the adequacy of a model, we find that the work of Davis and Salasin is useful. Building on the work of several other authors, they suggest the following criteria:

A. The model, above all should be practical.

B. The parts of the model should be manipulable.

C. Economy of use should be a primary consideration.

D. Ease of communication is important.

E. The model should be comprehensive.

F. Synergism - the forces of factors working together - is important to consider.

G. The model should lend itself to intervening in phases.

H. Differential investment in working with the components of the model should be possible.

I. The model should call attention to how the change process influences the rest of the system.

J. The model should be flexible and versatile enough to apply to different organizational systems.

K. The model should provide a basis for a subsequent evaluation of the effectiveness of change.

L. The model should recognize the humanness of the participants involved. (1975, P. 634).

This list has served to provide both criteria for a test of the model's adequacy as well as to provide general principles for its development. Generally, the process of model building is recursive so that there is constant feedback into the model as it is evaluated and a dynamic quality is thus attained insuring that the model will be constantly refined and made more adequate or isomorphic.

As Wildavsky points our "An advantage of formal analysis... if that it does not depend entirely on learning from experience... by creating model abstracting relationships from the areas of the universe they wish to control, evaluators seek to substitute manipulation of their model for efforts in the world. By refjecting alternatives their models tell them will work out badly (or not as well as others), these analysts save scarce resources and protect the public against less worthy actions" (1978, P. 92). We now recognize model construction and model description as an essential portion of the contract's work. The RFP contributed to the process of model articulation by specifically requiring a continuing series of deliverables on the conceptual framework and evaluation plan. In doing so, it provided both a focus for many of the activities as well as setting parameters for them and has facilitated the continuing development of the model.

## CONCEPTS OF PROGRAM EVALUATION

The Rehabilitation Services Administration suggests that "the process of measuring, analyzing, and reporting program accomplishment relative to the program goals is evaluation." Others conceive of evaluation in a somewhat broader sense suggesting that "the evaluation of a rehabilitation program seeks to determine the effectiveness of the program in terms of its predetermined objectives." Both concepts indicate a clear focus on the identification of goals or objectives against which the program can be measured. This may include such questions as whether a program meets its objectives at all, to what degree the objectives are met, and how efficiently this is conducted across immediate, intermediate and ultimate points. It is also apparent that not only must objectives be identified, but that a relative value needs to be assigned to each in order to make the most effective determination of goal attainment.

The 10th Institute on Rehabilitation Services (Baptista, 1972) outlined a systematic plan for program evaluation as:

A. To determine agency goals.

B. To determine the effectiveness of agency service delivery.

C. To determine vocational rehabilitation program needs.

D. To insure efficiency in program management.

In addition to providing an initial statement on the purpose and conceptual orientation to program evaluators in a practical and straightforward format, the documents of this Institute also gave a basic outline for conducting local evaluations which included:

A. Spell out objectives for the program being evaluated.

B. Select objectives to be evaluated and determine statistical analysis.

C. Construct (or select) evaluation instruments.

D. Select samples.

E. Determine the points at which testing is to take place.

F. Conduct statistical analysis.

G. Develop conclusions and recommendations.

Proceeding from the identification of program goals and objectives there are several decisions that need to be made before an evaluation program can be undertaken. These decisions determine the process, scope and methodology of the evaluation process. Evaluation may be either conceptual or empirical. Conceptual evaluation is a process of logically or rationally analyzing a problem area and determining the parameters, structure, or implications at an abstract or theoretical level in order to provide information to managers. Empirical evaluation involves the collection of information or data usually through observations or special studies within an area in order to gather information which bears on the issues at hand.

After determination is made as to the nature of information required for a program in terms of its conceptual or empirical base, consideration needs to be undertaken as to whether the assessment will occur at the contextual or experimental level. Contextual evaluation models holistically examine particular program operations and attempt to explain how a program has developed, what it does, and how it can be altered. It focuses on action programs which it treats as ongoing social realities by directly studying their everyday activities, particularly as outcomes emerge from continuing interactions among program actors. Experimental approaches tend to deal with programs in terms of a generalizable analysis leading to cause and effect statements. These tend to focus on discreet and isolatable factors within the program in an attempt to show that direct relationship between input process and outcome.

The purpose of evaluation also needs to be considered in terms of the utilization of the evaluation's product. Program evaluations may be either summative or formative. A summative evaluation attempts to provide direct statements regarding whether a program works or does not work. It looks essentially at the overall outcome or impact of a program and attempts to evaluate the total merits or worth of its products. The process of formative evaluation is concerned with identification and description of the processes within a program and the analysis of ways in which the program can be improved or the functions involved in the program described in a more comprehensive manner. Formative evaluations usually seek to improve the general effectiveness of a program rather than to make decisions regarding continuation or termination as is the case in the summative evaluation.

# EXTRACTS

## EVALUATION SECTION BVR

## ORGANIZATION, FUNCTIONS AND ASSIGNMENT HANDBOOK

## EVALUATION SECTION BVR

*Organization, Functions and Assignment Handbook*

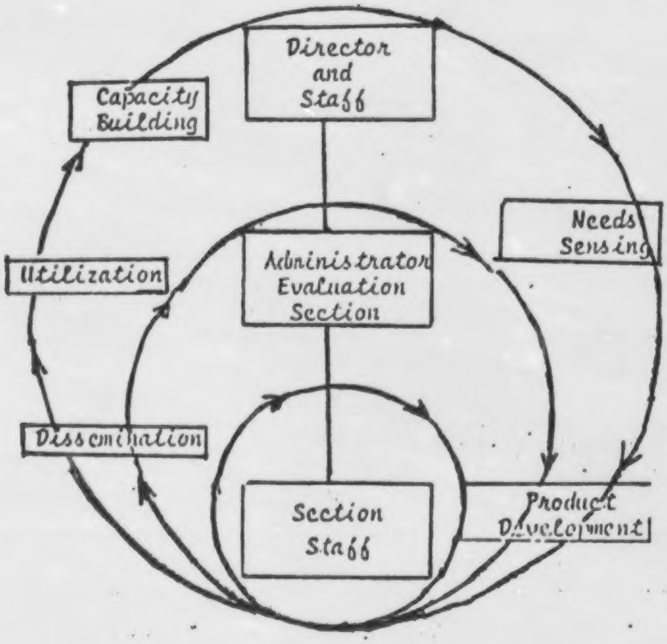
### CONTENTS

| | |
|---|---|
| *How the Evaluation Sec. functions individually and within the Unit* | 1. CONCEPT OF FUNCTIONING |
| *How the Section functions within the Agency* | 2. ORGANIZATION DIAGRAMS<br>A. *Section Organization by Classification and Personnel*<br>B. *Section Organization by Function*<br>C. *Section Organization by MEU Assignment*<br>D. *Section Interrelationship with Management and Field Staff*<br>E. *Section Interrelationship with Central Office Staff* |
| *Formats for recording and maintaining this data only are included at this time* | 3. ASSIGNMENTS BY STAFF<br>SCHEDULE A - *Recurring Products and Ongoing Assignments*<br>SCHEDULE B - *New Project Assignment*<br>SCHEDULE C - *Assistance for Recurring Products and New Projects* |
| *Describes purpose and procedures for Handbook use* | 4. SECTION POLICIES AND PROCEDURES<br>A. *Evaluation Section BVR, Organization, Functions and Assignment Handbook - Staff Responsibilities*<br>B. *Glossary of Terms* |
| *Items Omitted* | C. *Dissemination and Utilization*<br>D. *New Project Procedures*<br>E. *Procedure for Request of Information and Data Processing*<br>F. *Case Review Process in Program Evaluation*<br>G. *Annual Plan for Case Reviews and Utilization of the Regional Case Service Evaluators* |
| *Items prepared by the Evaluation Section and issued by Central office for Agencywide use*<br>*Omitted* | 5. INDEX OF NUMBERED MEMORANDA ISSUED BY THE EVALUATION SECTION |

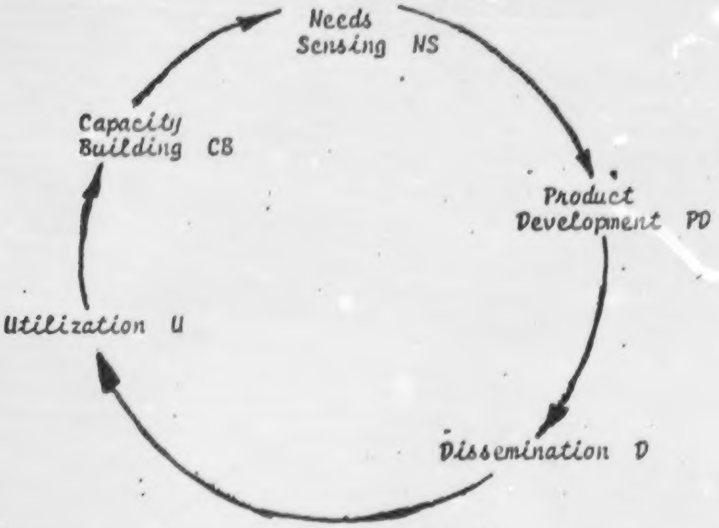
# 1. CONCEPT OF FUNCTIONING

The Evaluation Section staff member assigned evaluation projects does not function in a restricted or isolated fashion. Principal functions of the evaluation process cycle occur in varying degrees of needed emphasis at successive levels of agency management and staff. This participation of other agency staff and management is particularly affected in the functional areas of needs sensing, utilization and capacity building.

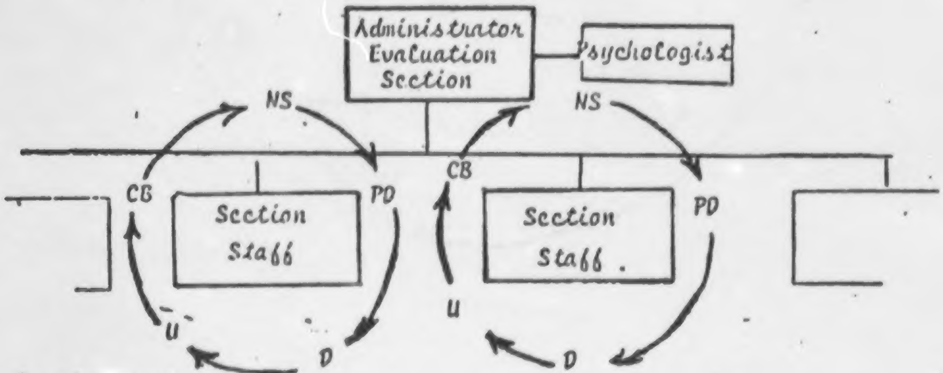
THE EVALUATION PROCESS CYCLE RELATIVE TO SUCCESSIVE LEVELS OF AGENCY MANAGEMENT AND STAFF


Director and Staff
Capacity Building
Needs Sensing
Utilization
Administrator Evaluation Section
Dissemination
Section Staff
Product Development

In order to more clearly describe how the Evaluation Process Cycle relates to the functioning of the Evaluation Section staff, the five steps have been portrayed in a cyclical manner as shown in the following Diagram:


Needs Sensing NS
Product Development PD
Dissemination D
Utilization U
Capacity Building CB

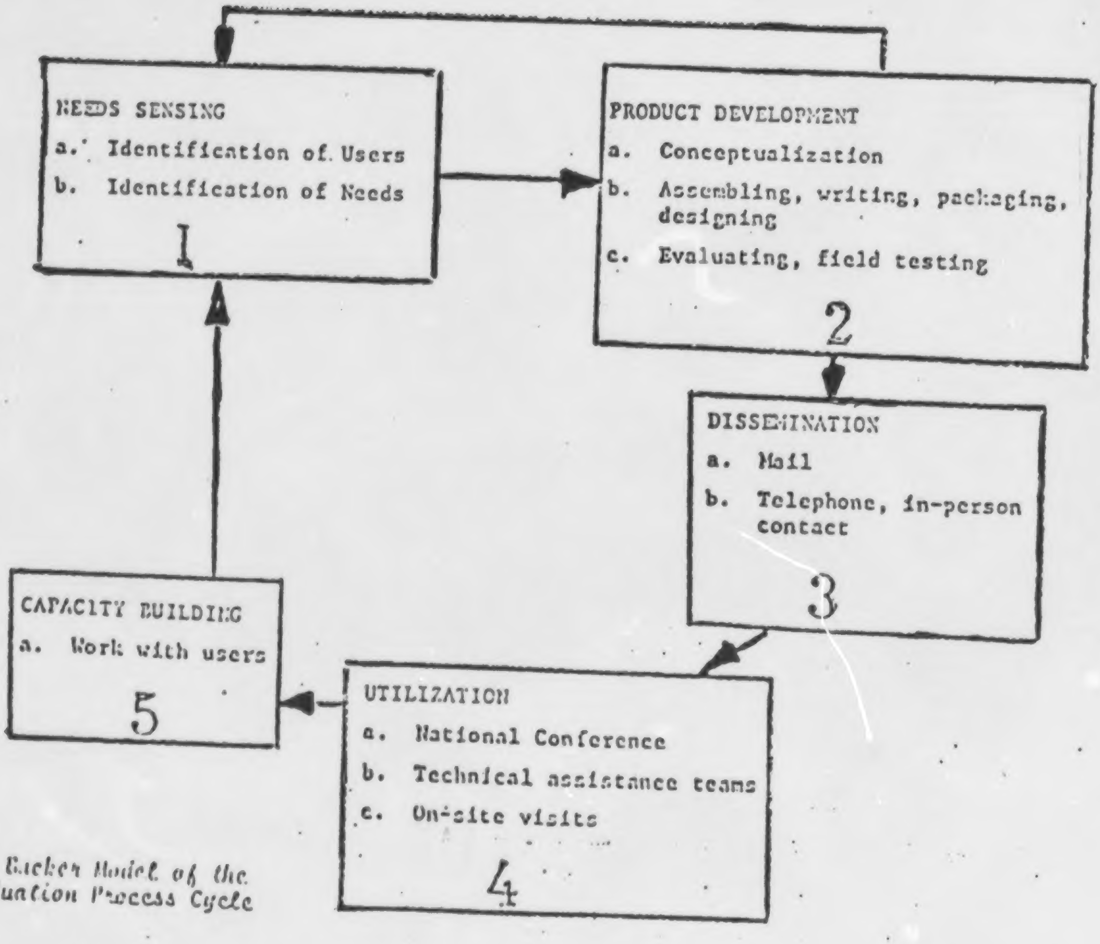
The Evaltation Section is organized relative to that evaluation process cycle so that each principal staff member perform their duties and responsibilities in a full functioning fashion for each assigned evaluation project or ongoing program responsibility as shown below.


Administrator Evaluation Section
Psychologist
NS
PD
D
U
CB
Section Staff
NS
PD
D
U
CB
Section Staff

Evaluation Section Staff and the Evaluation Process Cycle

## THE EVALUATION SECTION ORGANIZATION AND THE EVALUATION PROCESS CYCLE

The basis for the functioning of the Evaluation Section generally follows the model established by Thomas E. Backer, Ph.D. That model describes five principal steps in a continuum of activity. The reference to the Backer Model, as it relates to the functioning of the Evaluation Section staff, is referred to as the Evaluation Process Cycle.


NEEDS SENSING
a. Identification of Users
b. Identification of Needs
1
PRODUCT DEVELOPMENT
a. Conceptualization
b. Assembling, writing, packaging, designing
c. Evaluating, field testing
2
DISSEMINATION
a. Mail
b. Telephone, in-person contact
3
UTILIZATION
a. National Conference
b. Technical assistance teams
c. On-site visits
4
CAPACITY BUILDING
a. Work with users
5

The Backer Model of the Evaluation Process Cycle

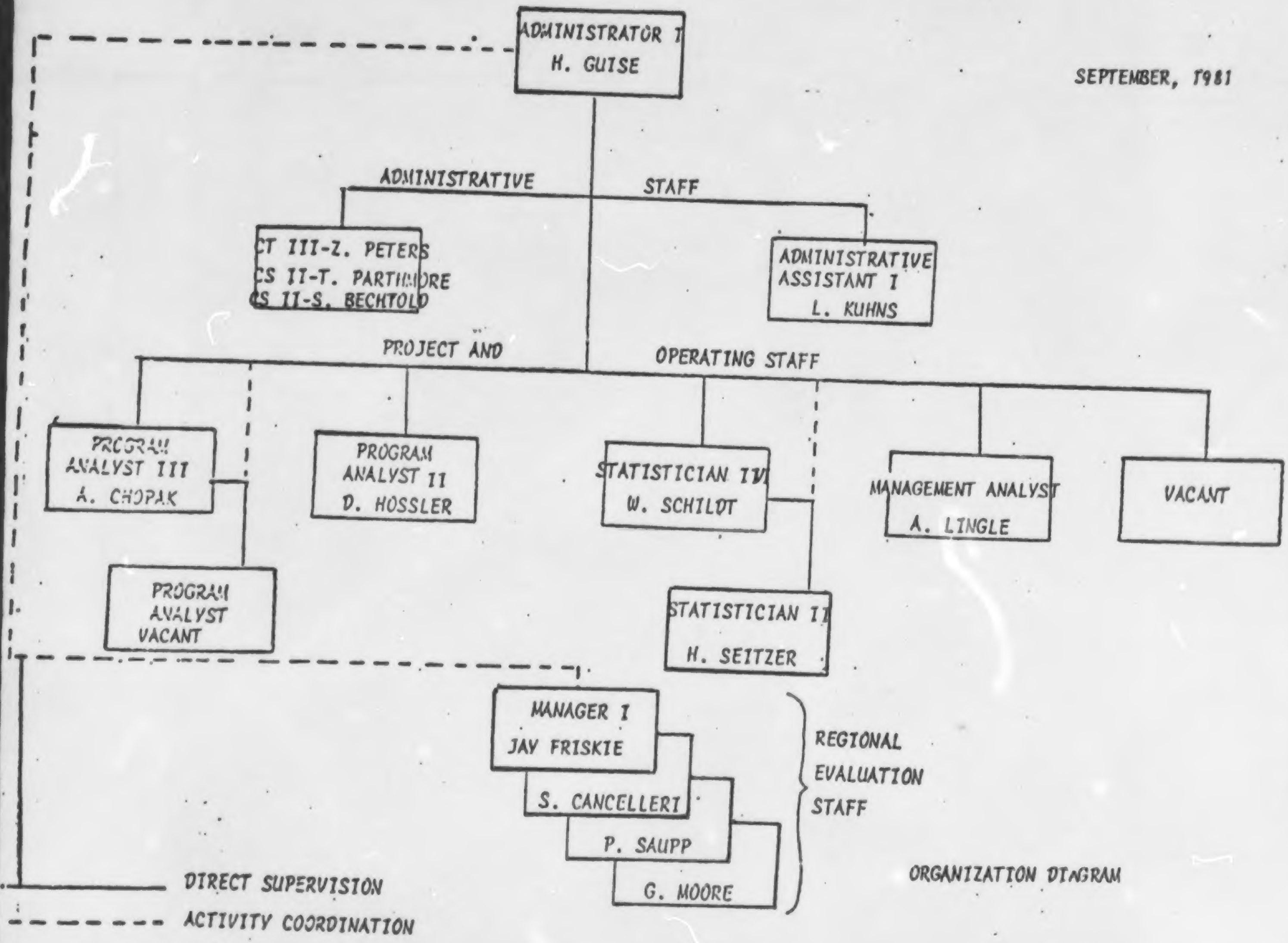
## ORGANIZATION DIAGRAMS

A. SECTION ORGANIZATION BY CALSSIFICATION

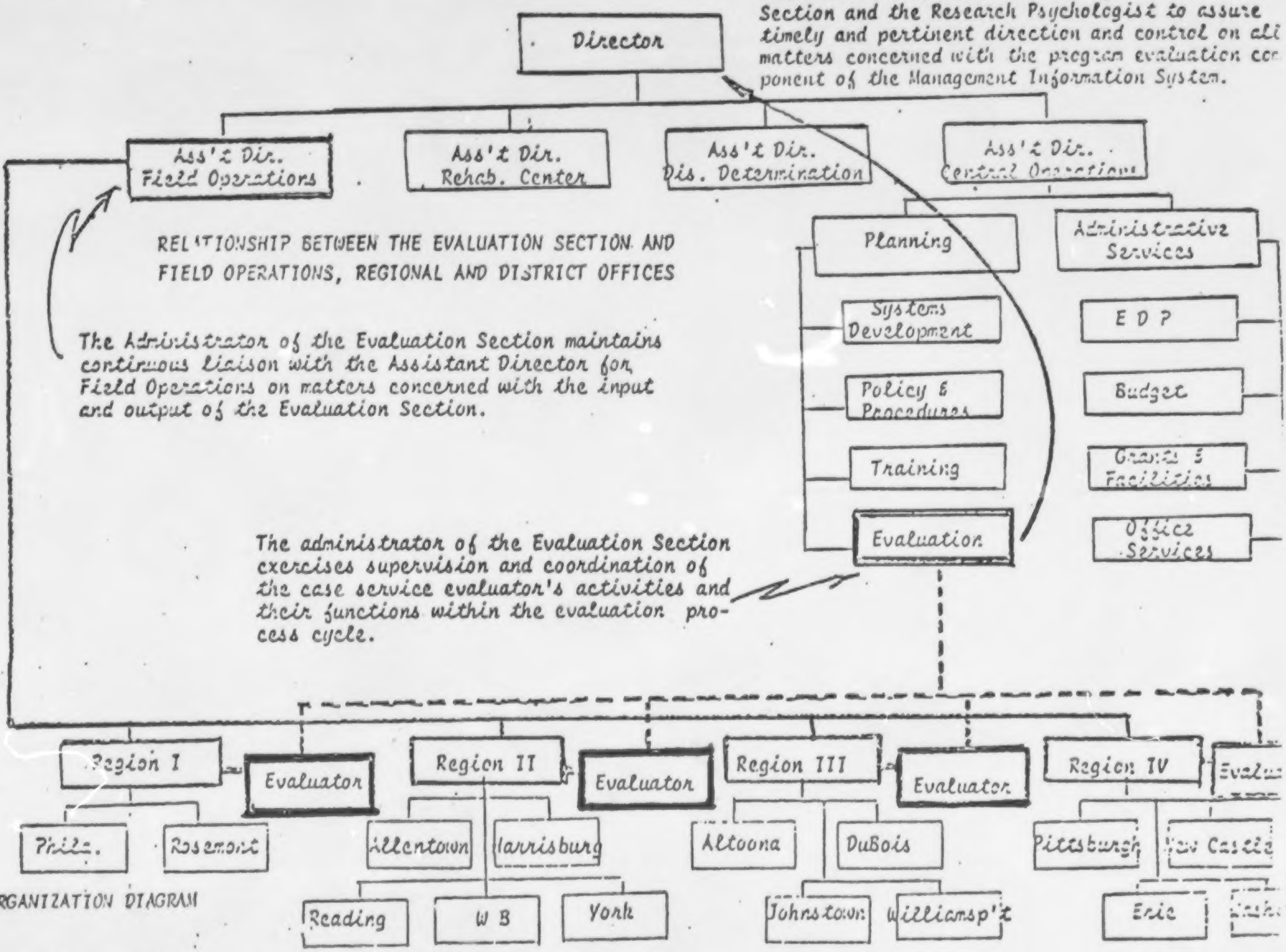
B. SECTION INTERRELATIONSHIP WITH MANAGEMENT AND FIELD STAFF

C. SECTION INTERRELATIONSHIP WITH CENTRAL OFFICE STAFF

SEPTEMBER, 1981


ADMINISTRATOR I
H. GUISE
ADMINISTRATIVE
STAFF
CT III-Z. PETERS
CS II-T. PARTIMORE
CS II-S. BECHTOLD
ADMINISTRATIVE ASSISTANT I
L. KUHNS
PROJECT AND
OPERATING STAFF
PROGRAM ANALYST III
A. CHOPAK
PROGRAM ANALYST
VACANT
PROGRAM ANALYST II
D. HOSSLER
STATISTICIAN IV
W. SCHILDT
STATISTICIAN II
H. SEITZER
MANAGEMENT ANALYST
A. LINGLE
VACANT
MANAGER I
JAY FRISKIE
S. CANCELLERI
P. SAUPP
G. MOORE
REGIONAL
EVALUATION
STAFF
DIRECT SUPERVISION
ACTIVITY COORDINATION

ORGANIZATION DIAGRAM



RELATIONSHIP BETWEEN THE EVALUATION SECTION AND FIELD OPERATIONS, REGIONAL AND DISTRICT OFFICES

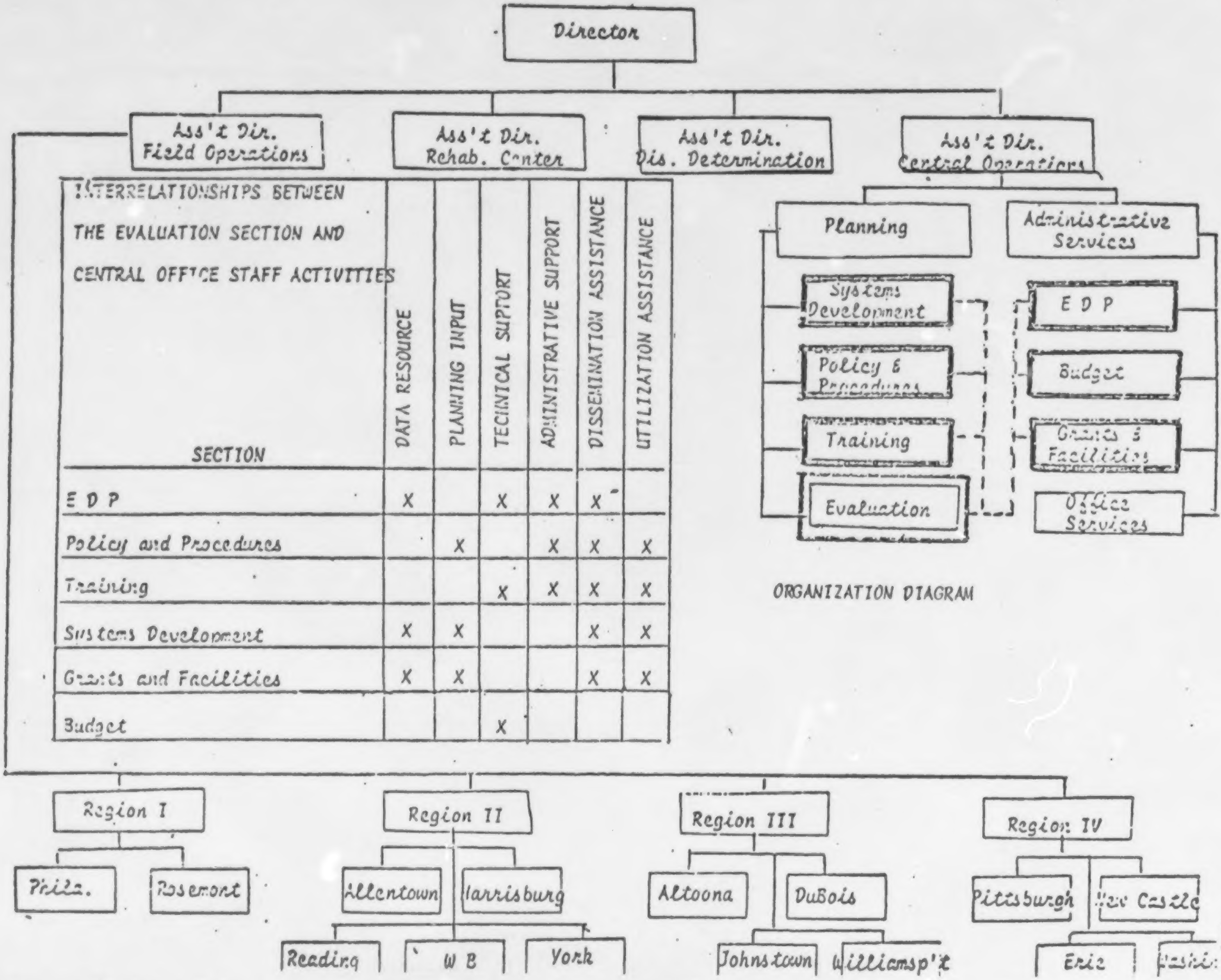
Direct control is maintained between the Bureau Director and the Administrator of the Evaluation Section and the Research Psychologist to assure timely and pertinent direction and control on all matters concerned with the program evaluation component of the Management Information System.

The Administrator of the Evaluation Section maintains continuous liaison with the Assistant Director for Field Operations on matters concerned with the input and output of the Evaluation Section.

The administrator of the Evaluation Section exercises supervision and coordination of the case service evaluator's activities and their functions within the evaluation process cycle.

Director
Ass't Dir. Field Operations
Ass't Dir. Rehab. Center
Ass't Dir. Dis. Determination
Ass't Dir. Central Operations
Planning
Administrative Services
Systems Development
Policy & Procedures
Training
Evaluation
E D P
Budget
Grants & Facilities
Office Services
Region I
Evaluator
Region II
Evaluator
Region III
Evaluator
Region IV
Evalu
Phila.
Rosemont
Allentown
Harrisburg
Reading
W B
York
Altoona
DuBois
Johnstown
Williamsp't
Pittsburgh
New Castle
Erie

ORGANIZATION DIAGRAM


Director
Ass't Dir. Field Operations
Ass't Dir. Rehab. Center
Ass't Dir. Dis. Determination
Ass't Dir. Central Operations
Planning
Administrative Services
Systems Development
Policy & Procedures
Training
Evaluation
E D P
Budget
Grants & Facilities
Office Services
Region I
Phila.
Rosemont
Region II
Allentown
Harrisburg
Reading
W B
York
Region III
Altoona
DuBois
Johnstown
Williamsp't
Region IV
Pittsburgh
New Castle
Erie
Washi

INTERRELATIONSHIPS BETWEEN THE EVALUATION SECTION AND CENTRAL OFFICE STAFF ACTIVITIES

| SECTION | DATA RESOURCE | PLANNING INPUT | TECHNICAL SUPPORT | ADMINISTRATIVE SUPPORT | DISSEMINATION ASSISTANCE | UTILIZATION ASSISTANCE |
|---|---|---|---|---|---|---|
| E D P | X |  | X | X | X |  |
| Policy and Procedures |  | X |  | X | X | X |
| Training |  |  | X | X | X | X |
| Systems Development | X | X |  |  | X | X |
| Grants and Facilities | X | X |  |  | X | X |
| Budget |  |  | X |  |  |  |

ORGANIZATION DIAGRAM

## ASSIGNMENTS BY STAFF

SCHEDULE A - RECURRING PRODUCTS AND ONGOING ASSIGNMENTS

SCHEDULE B - NEW PROJECT ASSIGNMENT

SCHEDULE C - ASSISTANCE FOR RECURRING PRODUCTS AND NEW PROJECTS

SCHEDULE OF ONGOING ASSIGNMENTS

STAFF MEMBER

RECURRING PRODUCTS AND ONGOING ACTIVITIES A

| ENCY | TITLE OF PRODUCT OR DESCRIPTION OF ACTIVITY | ASSISTANCE CONTRIBUTION $ | RECIPIENT(S) | MAN HOURS PREP TIME | REMARKS |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

SCHEDULE A

## SCHEDULE OF NEW PROJECT ASSIGNMENTS

STAFF MEMBER

| TITLE OF PRODUCT OR DESCRIPTION OF ACTIVITY | ASSISTANCE CONTRIBUTION $ | RECIPIENT(S) | ESTIMATE TIME | | REMARKS (FINAL DISPOSITION) |
|---|---|---|---|---|---|
| | | | START | FINISH | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Schedule B

SCHEDULE OF ASSISTANCE FOR RECURRING PRODUCTS AND NEW PROJECTS

STAFF MEMBER

| TITLE OF PRODUCT OR DESCRIPTION OF ACTIVITY | ASSISTANCE CONTRIBUTION % | STAFF MEMBER RESPONSIBLE | RECURRING PRODUCT | NEW PROJECT | REMARKS |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## SECTION POLICIES AND PROCEDURES

A. EVALUATION SECTION BVR - ORGANIZATION, FUNCTIONS AND ASSIGNMENT HANDBOOK - STAFF RESPONSIBILITIES

B. GLOSSARY OF TERMS

C. DISSEMINATION AND UTILIZATION (OMITTED)

D. NEW PROJECT PROCEDURES (OMITTED)

E. PROCEDURE FOR REQUEST OF INFORMATION AND DATA PROCESSING (OMITTED)

F. CASE REVIEW PROCESS IN PROGRAM EVALUATION (OMITTED)

G. ANNUAL PLAN FOR CASE REVIEWS AND UTILIZATION OF THE REGIONAL CASE SERVICE EVALUATORS (OMITTED)

September 19, 1980

SUBJECT: Evaluation Section BVR, Organization, Functions a
and Assignment Handbook - Staff Responsibilities

TO: All Evaluation Section Staff

FROM: Harry W. Guise, Administrator
Evaluation Section

The Evaluation Section, Organization, Functions and Assignment Handbook is a reference manual having the primary purposes of providing a management tool for the Administrator of the Evaluation Section and, as needed, for the Evaluation Section staff. The handbook also has important applications in training new section staff.

The contents include organization diagrams and describe interrelationships between section staff and other Bureau activities, section policies and procedures and schedules of recurring products and new projects.

Since recurring products and new project activity in the Evaluation Section is subject to continuous change, the utilization of this handbook can only be effective if it is maintained and updated in an accurate and timely manner.

To simplify the task of maintenance and updating, the handbook will be established in one copy and located in the office of the Administrator of the Evaluation Section.

In order to achieve the objective of the handbook reflecting at any given time, the Evaluation Section output, all section staff must share in the continuous maintenance and updating of the handbook.

The following outlines procedures to be followed by all staff:

- Don Hossler is assigned the responsibility of overall maintenance of the handbook and all updating information is provided to him. Leah Kuhns is designated as an alternate.

- Within individually assigned recurring products and new project responsibilities, each staff member is responsible to provide Don Hossler or Leah Kuhns with timely information concerning substantial changes. Specifically, when the nature of recurring products change and when new projects are initiated and when they are completed.

- To further assure timely and accurate handbook maintenance, once monthly, Don Hossler or Leah Kuhns will contact each staff member to review product and project schedules and complete any necessary updating.

- All staff should be aware of the organization and contents of the handbook and contribute any information and appropriate material that would enhance its purpose and development.

HWG:ms

## GLOSSARY OF EVALUATION TERMS

AWARENESS: Activities of the evaluation staff that are conducted for the purpose of achieving user acceptance and an understanding of the goals and objectives of program evaluation or specific evaluation projects.

Synonymous Term(s): Promotional Activity, Orientation

CAPACITY BUILDING: The process in evaluation activities that is concerned with new and improved concepts, methods and techniques to be applied to all phases of the evaluation cycle. Capacity Building also includes staff development and training.

Synonymous Term(s): Program and Staff Development

CONCEPTUAL FRAMEWORK: A statement of thoughts and ideas that applies to a defined program or project. It forms the initial basis for refining goals and objectives and is organized to facilitate the orderly development and progression of detailed plans necessary to successfully achieve the stated goals and objectives. The Conceptual Framework provides the necessary guidance to staff that assures a consistent and coordinated planning effort and is revised as needed.

Synonymous Term(s): Concept, Visualization, Planning Guidance

DATA: Data forms the basic elements of information expressed in facts, numbers, letters or symbols and usually can be processed by a computer. Data is the initial results of the evaluation project following compilation and prior to analysis and recommendations. Data is processed into information.

Synonymous Term(s): Raw Data, Statistics, Computer Data

DISSEMINATION: A phase of the evaluation process cycle that is concerned with the determination of product users, selection of communication means, preparation of transmittal material and the distribution of evaluation project products. Dissemination activities have an important relationship with the needs determination and utilization phases of the evaluation process cycle.

Synonymous Term(s):

DOCUMENTATION: Written material usually in the form of records and reports provided by an authoritative resource that substantiates recorded factual data or analytical conclusions.

Synonymous Term(s): Justification Material, Proof

EVALUATION INSTRUMENT: The document established during the instrument development phase of the evaluation process cycle. It is utilized during the implementation phase of the evaluation cycle and facilitates the collection of data.

Synonymous Term(s): Case Review Form, Evaluation Form, Follow-Up Questionaire, EDP Printout, etc.

EVALUATION PROJECT: An Evaluation Project is the application of the cycle of the evaluation process to a defined part of an agency's operations. The project product provides a qualitative and/or quantitative measure of performance related to the agency's purpose, goals and objectives. The Evaluation Project is a component of program evaluation.

Synonymous Term(s): Evaluation Task

EXTERNAL: A general term used to classify all organizations, agencies, facilities or resources, public or private, that are outside the authority and control of the vocational rehabilitation agency.

Synonymous Term(s):

GOALS: A statement of the specific quantitative and/or qualitative standards to be achieved by an organization. Goals direct an agency's efforts toward improving the accomplishment of the stated mission. The establishment of goals are adjusted to conform with changing needs or to improve recognized weaknesses. Goals provide the basis for establishing objectives.

Synonymous Term(s):

IMPLEMENTATION: Implementation is the phase in the evaluation process cycle following the completion of the evaluation instrument. It is primarily the data collection phase and is accomplished by electronic data processing or manual means or a combination of both. Implementation may also describe any work activity that is performed with agency field and staff components.

Synonymous Term(s): Field Evaluation, Case Review, Data Collection

INFORMATION: Information is a quantitative and/or qualitative measurement resulting from the processing of raw data via analysis/synthesis by following the application of all variables and by the utilization of established scientific and statistical principles and procedures.

Synonymous Term(s): Analyzed/Synthesized Data, Processed Data, Data Processing

INSTRUMENT DEVELOPMENT: Instrument Development is the activity concerned with the development of material and procedures to be utilized in the accumulation of data for the evaluation project. It provides for achieving the purpose and objective of the evaluation project within acceptable validity and reliability standards.

Synonymous Term(s): Instrument Design

INTERNAL: A general term that limits a specific evaluation activity exclusively to superior, lateral or subordinate organizational units within the authority and control of a vocational rehabilitation agency.

Synonymous Term(s):

MANAGEMENT INFORMATION SYSTEMS (MIS): A system designed to provide to management useful information in the necessary timeframe to make decisions and to take effective action in planning, organization, staffing, directing and controlling the resources used in the general conduct of an enterprise.

Synonymous Term(s):

MISSION: A general statement describing the broad program purposes of an organization. It will normally apply without change and be specific enough to identify the organization's nature and character.

Synonymous Term(s):

MONITOR: The process by which appropriate staff oversee evaluation activities to assure that goals and objectives of the evaluation will be achieved. Monitoring activities may include actions to modify or correct previously planned procedures to maintain consistent goal and objective direction.

Synonymous Term(s): Supervise, Manage, Follow Up

NEEDS DETERMINATION: Needs Determination is the first step in the cycle of the evaluation process; it assesses the agency's effectiveness in the achievement of goals and objectives. It is the basis for establishing evaluation projects. The Needs Determination activity is a coordinated effort involving appropriate levels of management and field staff users related to the nature and scope of the agency activity that may require an evaluation project.

Synonymous Term(s): Needs Sensing, Needs Assessment

OBJECTIVES: Objectives are related and subordinate to agency goals. They are a more specific statement of what must be accomplished to achieve the agency goals. The objective statement may also detail how and when the objective is to be accomplished.

Synonymous Term(s):

PRODUCT: A Product is the final documented results of an evaluation project. Its contents is a compilation of data, the data analysis into information and recommendations for utilization.

Synonymous Term(s): Evaluation Project Report, Deliverable

PROGRAM EVALUATION (PE): A general term that defines all of the activities that are necessary components of the evaluation process. It is cyclical in nature and normally starts with needs determination and proceeds through instrument development and design, field testing, implementation, compilation and conversion of data into information and recommendations, publication of a product, dissemination and utilization activities and evaluation. Program Evaluation is an important component of a management information system.

Synonymous Term(s): Evaluation, Evaluation Activities

TRACKING SYSTEM: A formal charting and schedule that is used as a tool in the process of monitoring the progress of evaluation activities. It is utilized to assure that time objectives are achieved.

Synonymous Term(s): Follow Along, Schedule

USER(S): The internal or external management and staff, organizational units and other specific individuals and activities that are the recipients of and who will utilize evaluation products.

Synonymous Term(s): Audience, Target Group

UTILIZATION: A phase of the evaluation process cycle that is concerned with the coordinated activities of the evaluation project staff and project users. The purpose of utilization activities is to assure user awareness, understanding and agreement in the purpose and use of evaluation project material. Utilization activities are closely related and usually planned with dissemination activities.

Synonymous Term(s): User Support, Use

MISSION
GOALS
OBJECTIVES

USERS
INTERNAL
EXTERNAL

CONCEPTUAL FRAMEWORK

MANAGEMENT INFORMATION SYSTEM

PROGRAM EVALUATION

NEEDS DETERMINATION

EVALUATION PROJECT

INSTRUMENT DEVELOPMENT
EVALUATION INSTRUMENT

IMPLEMENTATION
DATA
INFORMATION

PRODUCT

DISSEMINATION

UTILIZATION

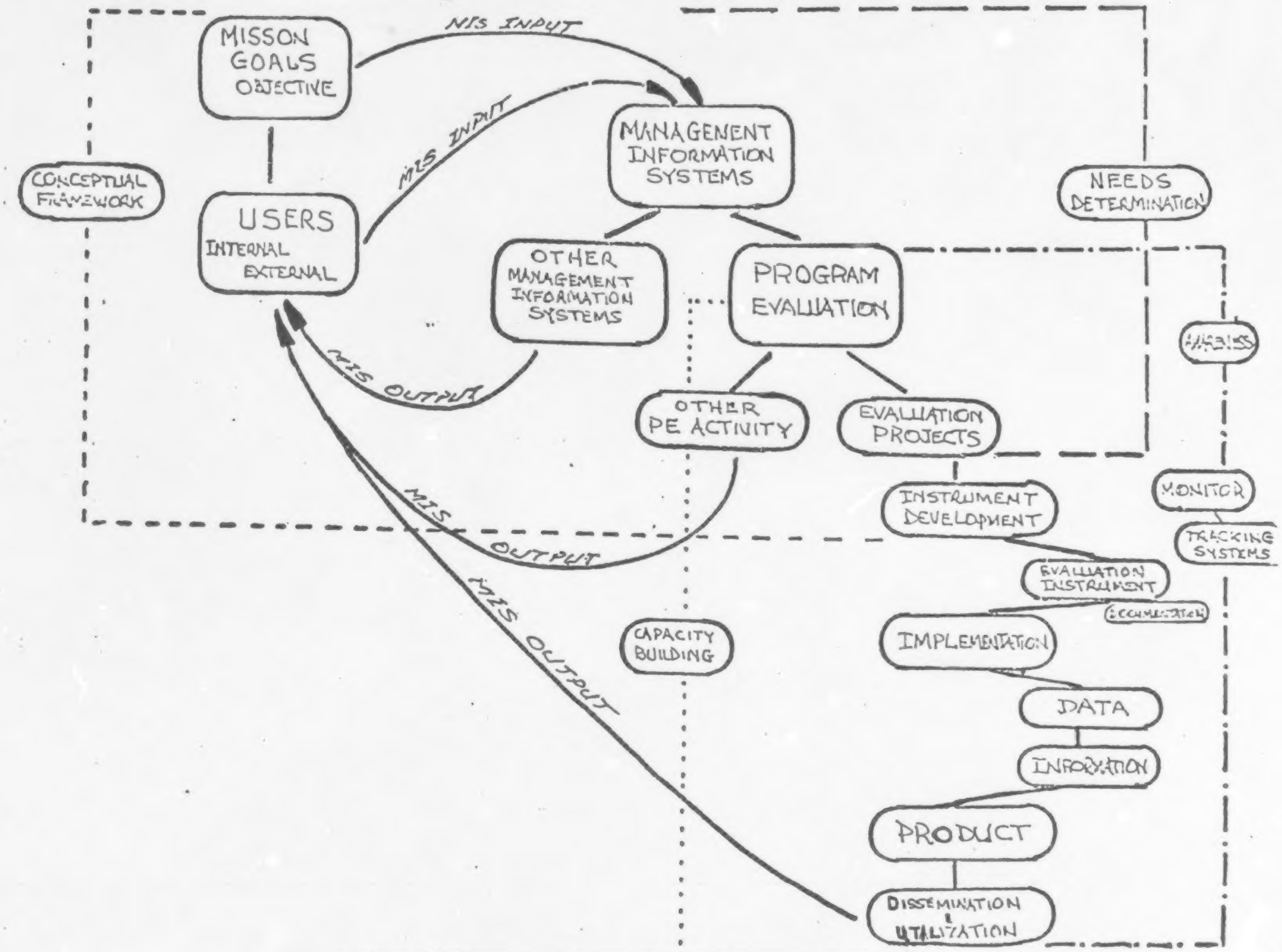
CAPACITY BUILDING

DOCUMENTATION

MONITOR
TRACKING SYSTEM

AWARENESS

# INTERRELATIONSHIP OF DEFINED TERMS


MISSON
GOALS
OBJECTIVE
MIS INPUT
MIS INPUT
CONCEPTUAL FRAMEWORK
USERS
INTERNAL
EXTERNAL
MANAGENENT INFORMATION SYSTEMS
NEEDS DETERMINATION
OTHER MANAGEMENT INFORMATION SYSTEMS
PROGRAM EVALUATION
MIS OUTPUT
HARNESS
OTHER PE ACTIVITY
EVALUATION PROJECTS
MIS OUTPUT
INSTRUMENT DEVELOPMENT
MONITOR
TRACKING SYSTEMS
EVALUATION INSTRUMENT
DOCUMENTATION
MIS OUTPUT
CAPACITY BUILDING
IMPLEMENTATION
DATA
INFORMATION
PRODUCT
DISSEMINATION & UTILIZATION

## UTILIZATION PLAN FOR CASE SERVICE EVALUATORS

In the interest of increased productivity and more efficient management, the duties and responsibilities of the Case Service Evaluators were further defined and an annual plan for case reviews was developed,

Each regional evaluator is more directly involved in the instrument development and design phase of the Case Review Process. Within the guidance and supervision of the Administrator of the Evaluation Section, each evaluator will be assigned full responsibility for instrument development and design for a specific evaluation project. This varies from our past practice of accomplishing that task as a coordinated effort in that each evaluator was assigned only one specific part of the instrument development and design.

This responsibility will generally require the development and completion of the following:

1. A statement of the objective of the specific case review
2. Case review question form
3. Question interpretation
4. Guidelines
5. The system and format for the compilation of results

The following is a suggested list of steps that may be followed in the performance of these assignments:

1. Assignment of the Case Review Project by the Administrator.
2. Within the supervision and guidance of the Administrator, the development of the statement of the objective of the case review.
3. Preparation of the first draft of the review questions, question interpretation, guidelines and results format.
4. Presentation of first draft to the Administrator and other evaluators.
5. Revisions as the result of discussions and decisions of the previous step.
6. Pretest of instrument for reliability by all evaluators.
7. Final revisions and submission of the material for the initiation of the case review.

Such meetings as may be necessary to accomplish the above steps will be coordinated with the Administrator, however, when practical, other means of communication should be utilized.

The above-listed sequence of activities are only the suggested primary steps and they do not preclude other important activities that will occur as initiated and deemed necessary by the evaluator. These activities include:

1. Consultation with Evaluation Section staff in devising questions and formats that will facilitate compilation and publication of the collected data.
2. Consultation with other regional evaluators for their input.
3. As appropriate, consultation with other Bureau staff and field personnel for their input (requires discussion and clearance by the Administrator).
4. Continued communication for guidance and input with the Administrator of the Evaluation Section.

The annual plan for case reviews will schedule specific projects. The tentative time, start and finish, reflects the period for instrument development and design as assigned to each evaluator. The case review starting dates as shown in the remarks column are tentative and will be subject to evaluation section operational factors that occur during the annual period.

The assignments of instrument development as described will procede the tentative starting dates shown and may be initiated by the evaluator as time is available. It is expected that concurrent activities by the evaluator will occur so that previously available time during and between reviews can now be more efficiently utilized.

The instruments for reviews scheduled late in the annual period may be worked early in the period and held in various steps of development for later utilization, however,it is important that the evaluator assigned the project has all the material ready for the final adjusted Case Review starting date.

The Annual Plan for utilization of case service evaluators could be used as a goal achievement work plan and the above annual plan could be depicted as a flow chart.

## FUNCTIONS OF CASE REVIEW EVALUATORS

The major tasks listed below are not all inclusive but are examples of some of the major tasks of the above job classification. In some areas it is difficult to quantify or qualify all tasks through development of performance standards.

1. Reviews Federal and State regulations to keep abreast of procedures to insure compliance with the Rehabilitation Act of 1973 and amendments.
2. Completes review package consisting of evaluator review sheets, objectives of review, question interpretation and review guidelines for the review designated by the Administrator of Evaluation.
3. Conducts comprehensive, continuous on-site reviews of individual cases in district offices within the region.
4. Conducts Case Review and Evaluation Conferences in the four district offices in the region.
5. Reports to the Administrator of Evaluation information pertaining to patterns of strength and weakness in district office reviews.
6. Assists in compiling all necessary data for a final report on a statewide and district office level.
7. Conducts follow-up in district offices in the region.

## PERFORMANCE GOAL AND WORK ACHIEVEMENT PLAN
## BUREAU OF VOCATIONAL REHABILITATION
## PROGRAM EVALUATION SECTION

PERFORMANCE GOAL - Identify, develop and implement an annual plan, Jan. 1, 1981 to Dec. 31, 1981 of case reviews & utilization of Regional Case Review Evaluators.

### HOMEMAKER REHABILITATIONS

| WORK STEPS | BEGIN | CONCLUDE | RESOURCES | COST ANALYSIS | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| 1. Assignment of Case Review by Administrator of Evaluation | 8/1/80 | 8/31/80 | ----- | Estimated Staff Hours<br>3 | Evaluation Administrator |
| 2. Development of Statement of Objectives for Case Review | 9/1/80 | 9/30/80 | Case Evaluator<br>Program Evaluation Section | Estimated Staff Hours<br>25 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 3. Develop & design instruments & standards, incl. pretest for reliability & selection of approp. sample | 11/1/80 | 12/31/80 | Evaluation Administrator<br>Prog. Evaluation Section<br>Case Review Evaluator | Estimated Staff Hours<br>350 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 4. Implementation of Case Review, collection of data and analysis | 1/1/81 | 3/31/81 | Eval. Administrator, Program Eval. Sec.<br>Case Review Evaluator<br>Central Office | Estimated Staff Hours<br>1,036 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 5. Preparation of Case Review results, incl. recommendations | 4/1/81 | 5/31/81 | Eval. Administrator, Program Evaluation Section<br>Evaluator<br>Central Office | Estimated Staff Hours<br>740 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 6. Dissemination, monitoring and feedback | 6/1/81 | 7/31/81 | Dist. Office<br>Reg. Office<br>Central Office | Estimated Staff Hours<br>100 | Evaluation Administrator<br>Case Review Evaluator Region IV |

### PERFORMANCE GOAL AND WORK ACHIEVEMENT PLAN
### BUREAU OF VOCATIONAL REHABILITATION
### PROGRAM EVALUATION SECTION

PERFORMANCE GOAL - Identify, develop and implement an annual plan, Jan. 1, 1981 to Dec. 31, 1981 of case reviews & utilization of Regional Case Review Evaluators.

IWRP - QUALITY OF PROCEDURES USED

| WORK STEPS | BEGIN | CONCLUDE | RESOURCES | COST ANALYSIS | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| 1. Assignment of Case Review by Administrator of Evaluation | 8/1/80 | 8/31/80 | ----- | Estimated Staff Hours<br>3 | Evaluation Administrator |
| 2. Development of Statement of Objectives for Case Review | 9/1/80 | 9/30/80 | Case Evaluator<br>Program Evaluation Section | Estimated Staff Hours<br>25 | Evaluation Administrator<br>Case Review Evaluator Region II |
| 3. Develop & design instruments & standards, incl. pretest for reliability & selection of approp. sample | 12/1/80 | 3/31/81 | Evaluation Administrator<br>Prog. Evaluation Section<br>Case Review Evaluator | Estimated Staff Hours<br>450 | Evaluation Administrator<br>Case Review Evaluator Region II |
| 4. Implementation of Case Review, collection of data and analysis | 4/1/81 | 6/30/81 | Eval. Administrator, Program Eval. Sec.<br>Case Review Evaluator<br>Central Office | Estimated Staff Hours<br>1,136 | Evaluation Administrator<br>Case Review Evaluator Region II |
| 5. Preparation of Case Review results, incl. recommendations | 7/1/81 | 8/31/81 | Eval. Administrator, Program Evaluation Section<br>Evaluator<br>Central Office | Estimated Staff Hours<br>750 | Evaluation Administrator<br>Case Review Evaluator Region II |
| 6. Dissemination, monitoring and feedback | 9/1/81 | 10/31/81 | Dist. Office<br>Reg. Office<br>Central Office | Estimated Staff Hours<br>100 | Evaluation Administrator<br>Case Review Evaluator Region II |

# PERFORMANCE GOAL AND WORK ACHIEVEMENT PLAN
# BUREAU OF VOCATIONAL REHABILITATION
# PROGRAM EVALUATION SECTION

PERFORMANCE GOAL - Identify, develop and implement an annual plan, Jan. 1, 1981 to Dec. 31, 1981 of case reviews & utilization of Regional Case Review Evaluators.

STATUS 14 - STATE OF THE ART

| WORK STEPS | BEGIN | CONCLUDE | RESOURCES | COST ANALYSIS | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| 1. Assignment of Case Review by Administrator of Evaluation | 8/1/80 | 8/31/80 | ----- | Estimated Staff Hours<br>3 | Evaluation Administrator |
| 2. Development of Statement of Objectives for Case Review | 9/1/80 | 9/30/80 | Case Evaluator<br>Program Evaluation Section | Estimated Staff Hours<br>25 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 3. Develop & design instruments & standards, incl. pretest for reliability & selection of approp. sample | 1/1/81 | 6/30/81 | Evaluation Administrator<br>Prog. Evaluation Section<br>Case Review Evaluator | Estimated Staff Hours<br>350 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 4. Implementation of Case Review, collection of data and analysis | 7/1/81 | 9/30/81 | Eval. Administrator, Program Eval. Sec.<br>Case Review Evaluator<br>Central Office | Estimated Staff Hours<br>1,036 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 5. Preparation of Case Review results, incl. recommendations | 10/1/81 | 12/31/81 | Eval. Administrator, Program Evaluation Section<br>Evaluator<br>Central Office | Estimated Staff Hours<br>740 | Evaluation Administrator<br>Case Review Evaluator Region IV |
| 6. Dissemination, monitoring and feedback | 1/1/82 | 2/28/82 | Dist. Office<br>Reg. Office<br>Central Office | Estimated Staff Hours<br>100 | Evaluation Administrator<br>Case Review Evaluator Region IV |

PERFORMANCE GOAL AND WORK ACHIEVEMENT PLAN
BUREAU OF VOCATIONAL REHABILITATION
PROGRAM EVALUATION SECTION

PERFORMANCE GOAL - Identify, develop and implement an annual plan, Jan. 1, 1981 to Dec. 31, 1981 of case reviews & utilization of Regional Case Review Evaluators.

SIMILAR BENEFITS UTILIZED

| WORK STEPS | BEGIN | CONCLUDE | RESOURCES | COST ANALYSIS | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| 1. Assignment of Case Review by Administrator of Evaluation | 8/1/80 | 8/31/80 | ----- | Estimated Staff Hours<br>3 | Evaluation Administrator |
| 2. Development of Statement of Objectives for Case Review | 9/1/80 | 9/30/80 | Case Evaluator Program Evaluation Section | Estimated Staff Hours<br>25 | Evaluation Administrator<br>Case Review Evaluator Region III |
| 3. Develop & design instruments & standards, incl. pretest for reliability & selection of approp. sample | 2/1/81 | 9/30/81 | Evaluation Administrator<br>Prog. Evaluation Section<br>Case Review Evaluator | Estimated Staff Hours<br>450 | Evaluation Administrator<br>Case Review Evaluator Region III |
| 4. Implementation of Case Review, collection of data and analysis | 10/1/81 | 12/31/81 | Eval. Administrator, Program Eval. Sec.<br>Case Review Evaluator<br>Central Office | Estimated Staff Hours<br>1,136 | Evaluation Administrator<br>Case Review Evaluator Region III |
| 5. Preparation of Case Review results, incl. recommendations | 1/1/82 | 2/28/82 | Eval. Administrator, Program Evaluation Section<br>Evaluator<br>Central Office | Estimated Staff Hours<br>740 | Evaluation Administrator<br>Case Review Evaluator Region III |
| 6. Dissemination, monitoring and feedback | 3/1/82 | 4/30/82 | Dist. Office<br>Reg. Office<br>Central Office | Estimated Staff Hours<br>100 | Evaluation Administrator<br>Case Review Evaluator Region III |

## *PROGRAM EVALUATION DEFINITION*

Program evaluation is the measurement of the overall vocational rehabilitation program: finding out what is working and why. It is the collection, measurement, and analysis of data regarding the program's degree of achievement in a quantitative and qualitative manner within the parameters of resources available.

Program evaluation is an input process involving staff and line personnel at all organizational levels. Products developed from the outcomes of program evaluation activities are disseminated and utilized by both internal and external audiences interested in vocational rehabilitation.

## *PROGRAM EVALUATION GOALS (WHAT) AND OBJECTIVES (HOW)*

The ultimate goal of program evaluation is not just compliance with Federal and State requirements, but to assist in the improvement of vocational rehabilitation services.

### *WHAT*

1. To conduct a comprehensive annual evaluation of program effectiveness in achieving the service goals and priorities established in the Annual State Plan and Amendments.

### *HOW*

- a. Conduct follow-up surveys of previous vocational rehabilitation clients.
- b. Prepare and distribute annual reports of the agency activities.
- c. Prepare and disseminate the Profile Analysis Report on a Statewide/District Office level to measure goal achievement.
- d. Conduct case review studies on specific target operations.
- e. Prepare reports to Central Office management. Reports listed below are examples of Item e.
  1. State Budget on Bureau goals, population parameters, and impact indicators.
  2. Monthly and Annual Rehabilitation Goals by region and district office.
  3. Monthly Key Caseload data report
  4. Monthly Workload Statistics report
  5. Monthly Source of Referral report
- f. Monitoring IWRP activities·via Annual Comprehensive Review.

### *WHAT*

2. To develop annual plans which outline the major evaluations and studies to be undertaken, continued, or completed in the coming year.

### *HOW*

- a. Developed an evaluation plan for the Profile Analysis System.
- b. Assist in the preparation of the Program and Financial Plan of the Agency for Federal and State.

c. Developed an evaluation plan for follow-up surveys.
d. Developed an evaluation plan for current Federal Program Evaluation Standards.
e. Developed an evaluation plan for case review process and utilization of Case Review Evaluators.
f. Develop an evaluation plan for special projects for other sections and the field offices, as requested.

*WHAT*

3. To respond to informational requests from central office/field office staff and other federal, state, and local agencies.

*HOW*

a. Assist all requesters of information in assessing their informational needs.
b. Prepare requests for information using (1) existing reports, (2) computer software package (Pansophic Easytrieve), and (3) Technical Assistance Center.
c. Measure the frequency of request.

*WHAT*

4. To build and refine program evaluation capacity that is flexible and open-ended. To integrate new knowledge and techniques into the program evaluation system for our agency policy and program development and evaluation.

*HOW*

a. Develop a plan for a Similar Benefits Reporting System to measure types of services, sources, dollars saved, and increase utilization of Similar Benefits.
b. Development of program evaluation plans for other central office sections. Examples of completing program evaluation plans are listed below.
    1. Client Assistance Project for Grants and Facilities Section
    2. Independent Living Project for Grants and Facilities Section
    3. Skills Training and Enhanced Placement (STEP) for Systems Development Section
    4. Workers' Compensation Referral System for Systems Development Section
c. Developed an implementation procedure for a pilot project for collection of Similar Benefits in the Altoona District Office.
d. Statewide implementation of the Similar Benefits pilot project.
e. Develop a plan for a Facility Data Base System for central, regional, and district offices.
f. Develop an implementation procedure for a pilot project for a Facility Data Base System.
g. Developed and implemented a Program Evaluation Organizational Handbook for the program evaluation staff.
h. Developed a plan for the review of reports generated by the program evaluation section as part of the Management Information System. These reports were field tested with central office personnel. In the future, we plan to review these reports with our field offices.
i. Developed a detailed analysis of the relationship between satisfaction indexes and key service and process indicators of the Life Satisfaction Surveys.

j. Developing a cross tabulation and validity checks on the follow-up surveys through the use of Statistical Analysis Systems (SAS). SAS is a statistical computer software package.

k. Utilization of a micro-fiche reader to extend our capabilities in various research areas.

*WHAT*

5. To maintain close consultative relationships with all administrative sections within the agency, especially those engaged in client services. In addition, relationships will be maintained with universities, private agencies and organizations, as well as other state or federal agencies.

*HOW*

a. Prepares outcome and service goals for inclusion in State plan.
b. Prepares numerous activity program reports for RSA and SSA.
c. Prepares and provides technical assistance to the following administrative sections within the agency.
    1. Systems Development Section - Workers' Compensation Program, Placement Program, Skills Training and Enhanced Placement Program, Deaf and Hard of Hearing Program, CETA and Public Welfare Programs, Mental Health and Mental Retardation Program, Johnstown Center Training Program for Employers, and we also aid the Psychological Consultant.
    2. Grants and Facilities Section - Development of a program evaluation plan for the Client Assistance Project, assisted in the questionnaire design for the collection of data for the Comprehensive Rehabilitation Center Project, developed a program evaluation plan for center for the Independent Living Project, and provided the other rehabilitation specialist with various types of requests.
    3. Public Information Section - Write informational articles, provide statistical data on our overall program, and provide this section with information from our Program Evaluation Section Library.
    4. Training Section - Worked with this section in providing training programs on Similar Benefits Utilization and the Case Review Process. We used the Training Section to produce transparencies for our oral presentations at various meetings.
    5. Medical Section - Supply statistical data on request, e.g. clients with spinal cord injuries.
    6. Legal Section - Provides information on the consultants used by the Program Evaluation Section. Also utilized this section for questions concerning "Confidentiality of Information" release by our agency to external audiences.
    7. Affirmative Action Section - Supply statistical data on request concerning demographic charteristics such as sex, race, age, and Spanish surname by counties.
    8. Special Projects Section - Provide statistical data on the Veterans Program, No-Fault Insurance Program, Aging Program, and the Drug and Alcohol Program. Completed a Program Evaluation Assessment of the Aging, Drug and Alcohol Programs annually.

9. Budget Section - Assist in the development of the RSA-1 Report Program Financial Plan and State Budget. Work with the Purchasing Officer in the ordering of supplies and library books and periodicals for the Program Evaluation Technical Assistance Center.
10. EDP Section - Maintain a direct linkage with this section for informational requests that require computer programming. The Program Evaluation Section and the EDP Section act as supportive sections to the central office and field offices.

d. Established good working relationship with the following institutions:
   1. Berkeley Planning Associates
   2. West Virginia Research and Training Center
   3. Oregon Research and Training Center
   4. Arkansas Research and Training Center
   5. Abt Associates
   6. Walker and Associates
   7. National Association of Rehabilitation Facilities
   8. Federal Bureau of the Census
   9. Social Security Administration
   10. Pennsylvania Department of Commerce
   11. Pennsylvania Department of Health
   12. Pennsylvania Drug and Alcohol Council
   13. University of Michigan RRRI
   14. University of Florida RRI
   15. Oklahoma State Clearinghouse for vocational rehabilitation materials
   16. I.C.D. Clearinghouse in New York for vocational rehabilitation materials
   17. University contacts, at University of Pittsburgh, Penn State, Temple, and Penn State Capitol Campus

*WHAT*

6. To justify expenditures in terms of program or project accomplishment.

*HOW*

a. Measure and prepare evaluation data on client outcome from the follow-up surveys.
b. Developed a method to prepare reports for the Client Assistance Project for the Grants and Facilities Section.
c. Respond to external and internal requests for statistical data.
d. Prepare and disseminate Profile Analysis on a state and district office level to increase program effectiveness.
e. Prepare numerous activity reports for RSA and SSA.
f. Prepare and measure the process and outcomes of the case review process.
g. Prepare and measure program expenditures on a cost benefit basis as per dollars saved in reducing or eliminating income tax recipients and making them taxpayers.

*WHAT*

7. To forecast future resource needs, service demands, for short and long range program objectives.

*HOW*

a. Program Evaluation Technical Assistance Center - review journals and other documents regularly.
b. Develop new reports, e.g. severely disabled report.
c. Prepare numerous activity reports for RSA.
    1. RSA-13 - Vocational Rehabilitation Program Progress Report
    2. RSA-101 - Quarterly Cumulative Caseload Report
    3. RSA-30 - Annual Report on State Vocational Rehabilitation Agency Reviews
    4. RSA-102 - Quarterly Report of Clients in Special Target Groups
    5. RSA-32 - Annual Report on Post-Employment Services
    6. Federal Reporting of the Program Evaluation Standards
    7. RSA-1 - Program Financial Plan
d. Prepare reports for the Governor's Office of Budget and Administration.
    1. Impact Indicators Report
    2. Projection Report

## FISCAL ACCOUNTABILITY

Development of a budget for government grants or contracts is usually the first phase or consideration when embarking on a project.

This means that prior to submitting the bid, considerable detailed thought and planning is necessary to initially arrive at figures that represent a budget. In short, it must be determined in advance what the development of a contract budget may total even before the bid can be presented.

As for monitoring a project budget, it can be said simply that this employs the knowledge and experience of what has taken place up to a certain point in a contract; evaluating current results, and then deciding whether to continue with existing plans and procedures, or to alter any activities that may attain more desirable results.

There are numerous ways this can be achieved. Important considerations are, what data and information can be the most useful? Travel expense, airfare, lodging, subsistence? Who, and what groups are benefitting the program most? Is preparation time too lengthy? Is reporting time and preparation, draining time that could be used to move the contract along at a better pace?

From these, and similar questions, a determination can be made on how data should be gathered and reported. It is from these factors that the forms and reports should be designed and implemented. A regulation standard form for this type of reporting is seldom recommended due to the fact that most federal or state contracts are unique in purpose, and characteristics found in one, do not necessarily coincide with those in other contracts.

It is well to note that close scrutiny and up-to-date reporting will be a major factor in attaining the greatest benefit from a standpoint of monitoring a contract budget. As an additional aid, it is advantageous to meet with other staff members and discuss various activities in connection with a project.

While much more could be said, and, in greater detail on the above, if these concepts are generally followed, a satisfactory budget for many projects can be developed and monitored.

Following are explanations of several forms utilized with appropriate charts:

A. Data gathering in the present MEU contract, which the Commonwealth of Pennsylvania began with the Individual Time Report, by task used by each staff member monthly (See Chart 1).

B. Accumulating this data monthly enables the administrator to maintain control currently at any stage of the contract (See Chart 2).

C. Reconcilement of personnel labor costs, staff travel expenses, contractural (consultant) expenses, other incidental expenses incurred; can be achieved by the use of a monthly breakdown chart (See Chart 3).

# INDIVIDUAL TIME REPORT 3RD YEAR

NAME ____________________ MONTH ________________

* TASK ________

* IDENTIFY WHETHER HOURS - DAYS - OR PERCENTAGE OF TIME

| TASK | | | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| | | | | | | | | | | | |

| 3RD YEAR<br>NAME | MONTH AND HOURS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '80 | | | '81 | | | | | | | | |
| | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP |
| TASK & ALLOW. RATE 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| ACCUM. HOURS | | | | | | | | | | | | |
| ACCUM. DOLLARS | | | | | | | | | | | | |
| HOURS ALLOWED FOR YEAR | | | | | | | | | | | | |
| AVG PER MO. | | | | | | | | | | | | |

## 3RD YEAR TASK BREAKDOWN

| | | BUDGET FOR YEAR | TASK I | II | III | IV | V | VI | VII |
|---|---|---|---|---|---|---|---|---|---|
| 1 | PERSONNEL (DIRECT) | 78518.63 | | | | | | | |
| 2 | FRINGE BENEFITS (28.5%) | 22377.84 | | | | | | | |
| 3 | TOTAL 1+2 ABOVE → | 100896.47 | | | | | | | |
| 4 | STAFF TRAVEL | | | | | | | | |
| 5 | GROUND | 2468.00 | | | | | | | |
| 6 | AIR + RAIL FARE | 11188.00 | | | | | | | |
| 7 | MEALS + MISC. EXP. | 16200.00 | | | | | | | |
| 8 | TOTAL 5-6-7 ABOVE → | 29856.00 | | | | | | | |
| 9 | CONTRACTURAL (CONSULTNTS) | | | | | | | | |
| 10 | FEE | 6650.00 | | | | | | | |
| 11 | GROUND TRSP. | 274.00 | | | | | | | |
| 12 | AIR + RAIL FARE | 2196.00 | | | | | | | |
| 13 | MEALS (P. DIEM) + MISC. | 1485.00 | | | | | | | |
| 14 | TOTAL 10-11-12-13 → | 10605.00 | | | | | | | |
| 15 | OTHER DIRECT COSTS | | | | | | | | |
| 16 | DATA PROCESSING | 6000.00 | | | | | | | |
| 17 | TELEPHONE | 1550.00 | | | | | | | |
| 18 | POSTAGE | 1000.00 | | | | | | | |
| 19 | COPY MACH WORK | 865.00 | | | | | | | |
| 20 | OFFICE SUPPLIES | 1000.00 | | | | | | | |
| 21 | BROCHURES | 1500.00 | | | | | | | |
| 22 | TRAINING - STAFF | 5429.00 | | | | | | | |
| 23 | SUBSCRIPTNS - LIBRY. - ETC. | 3500.00 | | | | | | | |
| 24 | FINAL REPORT | 1000.00 | | | | | | | |
| 25 | TOTAL OTHER DIRECT COSTS → | 21844.00 | | | | | | | |
| 26 | | | | | | | | | |
| 27 | TOTAL DIRECT (ALL) | 163201.47 | | | | | | | |
| 28 | INDIRECT COST (9.1%) | 14851.33 | | | | | | | |
| 29 | TOTAL GENERAL BUDGET → | 178052.80 | | | | | | | |
| 30 | | | | | | | | | |
| 31 | | | | | | | | | |

APPENDIX 10

## MEU Technical Assistance Summary
## by West Virginia Research and Training Center

### MEU Technical Assistance Summary #1

Pennsylvania Bureau of Vocational Rehabilitation
December 5-6, 1979 (1 day T.A.)
Task 1

Present: (For part or all of meeting)

Pennsylvania BVR - Hagan, Guise, Jenkins, Chopak, Hossler, Grib and Lingle

WVRTC - Nida

Agenda: Reviewed program to date in each task.

Outlined technical assistance needs.

Prioritized task 6 projects according to following criteria:

A. National significance
B. Utility to agency
C. Probability of completing within contract year.

Action Items: WVRTC - arrange for technical assistance on the use of generalized computer statistical packages and custom statistical analysis of specific data bases.

MEU Technical Assistance Report Summary #4

Six MEUs
January 8, 1980 (a day each)
Task 7

Present: Delaware - Guy Veach
Michigan - Bob Struthers, Ph.D.
Mississippi - Wendell Cox
Elizabeth Kirkland
Oregon - Neil Sherwood
Pennsylvania - Bill Jenkins, Ed.D.
Harry Guise
Virginia - Bill Brownfield
WVRTC - Richard A. Nida, Ph.D.
RSA - James E. Taylor, Ph.D.

Agenda: Discussed various dissemination and utilization (DU) models and settled on the Sherman & Weaver model.

Discussed the requirements of the deliverables for DU and agreed to submit a joint plan for Task 7.2 and individual MEU plans for internal DU.

Specified the objectives of the external DU plan.

Made a tentative list of MEU related products.

Identified and categorized the audiences of the information produced.

Listed the kinds of vehicles that might be used to disseminate the information.

Listed the effects that the MEUs wanted to produce in the individual audiences.

Developed a schedule for the writing, editing, and review of the External DU Plan. WVRTC to compile. MEU to review. WVRTC to print and submit to RSA by March 31, 1980.

Action Items: RSA- Request change in deliverable date from January 31, 1980 to March 31, 1980.

WVRTC - Prepare draft External DU Plan for MEU consideration and comment.

## MEU Technical Assistance Summary #13

Pennsylvania MEU

April 15, 16, 1980 (Two Days)

Task 6

| | | |
|---|---|---|
| Present: | Pennsylvania | William Jenkins, Harry Guise, Bill Shildt, Art Lingle, Dan Grib, Dan Hossler, Leah Kuhns, Harold Seitzer, Zelda Peters and Tammy Partlemore |
| | West Virginia University | Jeff Messing |
| | WVRTC | Richard A. Nida |

Agenda:

1. Reviewed each staff members vita, job descriptions and training history.
2. Reviewed task assignments in group setting.
3. Interviewed each staff person concerning task assignments and perceived training needs.

Action Items:

1. Jeff Messing, in conjunction with WVRTC, will prepare a training plan for the MEU complete with suggested training needs and alternatives for meeting those needs.

## MEU Technical Assistance Summary #15

Pennsylvania MEU

April 28, 1980 (One day)

Task 6

| | | |
|---|---|---|
| Present: | Pennsylvania | Bill Jenkins, Harry Guise, Andy Chopak, Art Lingle, Dan Grib and Dan Hossler |
| | WVRTC | Don McLaughlin |

Agenda:

1. Reviewed Pennsylvania MEU plans for Task 4,5 and 6 data analyses.
2. Presented possible alternative approaches for conducting data analysis.

Action Items:

1. Pennsylvania will prepare specific requests for assistance to meet their research design and statistical analysis needs.
2. WVRTC agreed to respond to expressed needs where appropriate.

## MEU TECHNICAL ASSISTANCE SUMMARY #17

The Six MEUs

May 13, 1980 (One day to each MEU)

Task 4

Present:

| | |
|---|---|
| Delaware | Guy Veach and Earl Tuberson |
| Michigan | Bob Struthers |
| Mississippi | Wendell Cox and Beth Kirkland |
| Oregon | Laurilee Hatcher |
| Pennsylvania | Bill Jenkins, Harry Guise, Bill Shildt, Andy Chopak |
| Virginia | Bill Brownfield, Ben Kauffman, Jack Hayck, Janet Slipow |
| WVRTC | Rick Nida, David Whipp, Don McLaughlin |
| Independant Consultant | Linda Barrett |

Agenda:

1. Update on progress of Pretest.
2. Discussed possible data analysis.
3. Discussed deliverable format for pretest completion.

Action Items:

BPA to prepare map of standards data elements to elements in pretest forms.

## MEU TECHNICAL ASSISTANCE SUMMARY #20

Delaware MEU
July 15 & 16, 1980 (Four Days)

Task 7

| | | |
|---|---|---|
| Present: | Delaware | Ben Barker, Guy Veach,<br>Earl Tuberson, Martha Jackson<br>Vincent Finelli, Lois Jackson,<br>Cliff Crouch, Bob Snider and<br>Gabriel Markisohn |
| | Washington, DC | Vernon Hawkins and David Songer |
| | Montana | Joe Angell |
| | Maine | Richard Ault |
| | Nevada | John Griffin |
| | New Hampshire | Patricia Trow |
| | Rhode Island | Joseph Farrell |
| | Vermont | Alfred Kepnes-Lepourneau |
| | West Virginia | Robert Lindsey |
| | Wyoming | Tony Manuel |
| | Pennsylvania | Harry Guise and Bill Jenkins |
| | WVRTC | Richard Nida, Nan Brenzel and David Whipp |

Agenda: See Attached

WVRTC made presentations concerning the role of the coordinating contractors, the dissemination and utilization of information, and building new evaluation capacity. Additionally, Dave Whipp took photographs and prepared a story for the MEU newsletter.

Action Items:

Individual states - share the conference information with other staff members in their organizations.
Delaware MEU - Plan similar conference for FY 81.
WVRTC - Prepare slides and prints of the conference.

MEU Techinical Assistance Summary #26
Pennsylvania MEU
September 17-18,1980
(2 days T.A.)
Task 6

Present: Not applicable. This technical assistance was provided by Don McLaughlin from the WVRRTC in Morgantown, WV, without visiting the Pennsylvania MEU in person.

Agenda: This technical assistance consisted of technical consultation and computer based analyses of Pennsylvania client data. This assistance was directed at a detailed examination of cases closured as Homemakers in Pennsylvania in an effort to explore and,to the extent possible,to isolate the causes of the agencies high rate of this type of closure in the past. Specifically the analyses conducted as part of this activity focused on direct comparisons of the agency's Homemakers closures and competitive employed closures in addition to non-successful closured cases (28s). As a result of this technical assistance the agency was provided with several sets of analyses which should set some light on the Homemaker closure situation in Pennsylvania.

Action Items: None

212

HEW Contract Number HEW 105-78-4009
A Comprehensive State VR Program and Policy System Through
A Model Evaluation/Management Support Unit

# TASK IV DELIVERABLE

# PA CRITICAL REVIEW OF THE BPA PROGRAM STANDARDS REPORT

26 June, 1981

Project Staff:
Clark D. Kennedy, Project Director
Harry W. Guise, Project Manager
Andrew W. Chopak
Arthur C. Lingle
Donald E. Hossler
Leah P. Kuhns
Harold M. Seitzer
Alfred E. Newman
G. William Schildt
Tamara M. Parthemore
Zelda M. Peters
Susan H. Bechtold

Prepared for:
Rehabilitation Services Administration
Office of Human Development Services
Department of Education

By:
Pa. Program Evaluation Section
Room 1317 Labor and Industry Building
Seventh and Forster Streets
Harrisburg, PA 17120

## PENNSYLVANIA MEU REVIEW ON THE BPA
## REPORT ON THE PRETEST OF THE REVISED VOCATIONAL REHABILITATION PROGRAM STANDARD

### PRELIMINARY REPORT
### VOLUME II (DRAFT)

The conceptual design of the Program Evaluation Standards requires a system in which the states collect and report data to RSA which, in turn, analyzes and returns the results to the states. To this overall system, we have a few questions:

1. Will there ever again be written regulations for Program Evaluation Standards in the Rehabilitation Act of 1973?
2. Should programs standards be set even in the absence of means of measuring accurately and even when suitable sanctions against offenders do not exist?
3. How uniform should program standards be?
4. How specified should program standards be?

We will respond to each of these questions in the numerical sequence in which they were presented.

We feel that as long as the Program Evaluation Standards are not a part of the law (Rehabilitation Act), they will never have the power to change policy within RSA.

We realize that each of the eight performance standards has data elements that try to quantifiably measure each standard. The problems as we see them are: are we choosing the right data elements and should there be a performance range? If there is a performance range, then what type of suitable sanctions should be given to states that perform well, and vice versa?

We think that program standards should be uniform but flexible to vary from state to state. We agree with BPA's process for setting performance expectations and their supportive evaluation system. The supportive evaluation system would be used to determine why a state agency has a low level of performance. and to make recommendations to improve that agency's performance. The bottom line is that

214

every state agency should collect the data in a uniform manner, but this data should be analyzed in different ways.

There are times when there is too little specification of program standards and times when there is too much. It is difficult to make a blanket statement as to whether, at this time, we need more or less explicit program standards. It is perhaps too easy to suppose that program standards will help where there is a need for them, and that they will be neglected where there is no need. If you want program standards evaluation to be useful and fair, then you must have a sensitivity to your audiences.

We will react to BPA's Recommendations using the following key words: (1) Agree, (2) Neither Agree nor Disagree, and (3) Disagree with Reasons Why. (Please refer to the chart on the following pages.)

## BPA'S RECOMMENDATIONS FOR PROGRAM PERFORMANCE STANDARDS DATA ELEMENTS

| Data Elements | | BPA Recommendations | PA Reactions |
|---|---|---|---|
| **Standard 1: Coverage** | | | |
| (i) | Comparison of caseload served to expenditures | Eliminate from Standard. Retain as information item for RSA. | AGREE |
| (ii) | Clients served per 100,000 population | Retain as is. | AGREE |
| (iii) | Percent severely disabled | New data element. | AGREE |
| **Standard 2: Cost-Effectiveness and Benefit-Cost** | | | |
| (i) | Expenditure per competitively employed closure | Eliminate from Standard. Retain as information item for RSA. | AGREE |
| (ii) | Expenditure per 26 closure | Retain as is. | DISAGREE |
| (iii) | Benefit-cost ratio | Retain as is. | NEITHER AGREE NOR DISAGREE |
| (iv) | Discounted net present value | Retain as is. | NEITHER AGREE NOR DISAGREE |
| **Standard 3: Rehabilitation Rate** | | | |
| (i) | Percent 26 closures | Retain as is. | AGREE |
| (ii) | Annual change in number of 26 closures | New data element. | NEITHER AGREE NOR DISAGREE |
| **Standard 4: Economic Independence** | | | |
| (i) | Percent 26 closures with weekly earnings at/above federal minimum wage | Retain as is. | DISAGREE |

| Data Elements | | BPA Recommendations | PA Reactions |
|---|---|---|---|
| (ii) | Comparison of earnings of competitively employed 26 closures to earnings of employees in state | Retain as is. | AGREE |
| (iii) | Comparison of earnings before and after VR services | Eliminate | AGREE |
| (iv) | Comparison of 26 closures with public assistance as primary source of support before and after VR services | Eliminate | AGREE |
| **Standard 5: Competitive Employment** | | | |
| (i) | Percent 26 closures competitively employed | Retain as is. | AGREE |
| (ii) | Percent 26 closures with hourly earnings at/above federal minimum wage | Eliminate | DISAGREE |
| (iii) | Percent 26 closures with competitive outcome or with non-competitive outcome and non-competitive goal | Move to Procedural Standards. | AGREE |
| (iv) | Percent non-competitively employed 26 closures showing improvement in gainful activity | Modify definition of "non-vocational improvement" | AGREE |
| **Standard 6: Causality** | | | |
| (i) | Comparison of earnings change from referral to closure of 26 closures to earnings change of a control group | Standard eliminated. | AGREE |

| Data Elements | BPA Recommendations | PA Reactions |
|---|---|---|
| **Standard 7: Retention of Benefits** | | |
| (i) Percent of 26 closures retaining earnings at follow-up | Retain as is. | AGREE |
| (ii) Comparison of 26 closures with public assistance as primary source of support at closure and at follow-up | Modify definition of "primary source of support" | AGREE |
| (iii) Percent non-competitively employed 26 closures retaining closure skills at follow-up | Modify definition of "non-vocational improvement" | AGREE |
| **Standard 8: Client Satisfaction and Utility Appraisal** | | |
| (i) Percent closed clients satisfied with overall VR experience | Retain as is. | AGREE |
| (ii) Percent closed clients satisfied with specific aspects of VR | - Eliminate "satisfied with present situation"<br>- Combine counselor satisfaction items<br>- Retain service satisfaction items | AGREE |
| (iii) Percent 26 closures judging services received to have been useful in obtaining their job/homemaker situation | Combine with 8(iv). | AGREE |
| (iv) Percent 26 closures judging services received to be useful in current performance on the job/homemaker situation | Combine with 8(iii). | AGREE |

Why we disagree with:

Standard 2: Cost-Effectiveness and Benefit-Cost

(ii) Expenditure per 26 closure

We totally disagree with your statement on page 36, first paragraph. Calculating the average cost of 26 closures is not at all difficult, since the All Service Cost Total item is included on every client served in the agency and this information is sent to RSA via the R-300 magnetic tapes on an annual basis. The statement "The extent to which agencies incur expenses with undesirable results is a measure of the inefficiency of that agency" is not true. Just because a previous client dies or moves out of the state should not reflect a measure of inefficiency for that agency. The RSA-2 report gives expenditures for just the current fiscal year, since the number of 26 closures during the fiscal year may or may not have cost incurred during the same fiscal year and the year of closure, we feel tha data element is meaningless. If you really want to address this data element, you should divide the All Service Cost Total item for all status 26 closures from the R-300 magnetic tape by the number of 26 closures.

Why we disagree with:

Standard 4: Economic Independence

(i) Percent 26 closures with weekly earnings at/above federal minimum wage

We disagree with your statement on page 55, next to last paragraph. Any state agency that has a large number of homemakers, sheltered workshops, or part-time competitive employment (20 hours or less) will always show up poorly for this data element. Since the Rehabilitation Act defines 26 closure as suitable employment, we feel that you are treating homemakers, etc., as if they were non-productive closures. Here is a better idea: Instead of dividing by the total number of status 26 closures, first subtract all homemakers, sheltered employment, and part-time competitive employment from the total status 26 closures, then divide. Now, this data element can be a useful management tool.

Why we disagree with:

Standard 5: Competitive Employment

(ii) Percent 26 closures with hourly earnings at/above federal minimum wage

Instead of eliminating this data element from Program Evaluation Standard 5, we would like to see the data element modified.

$$\text{Percent of status 26 closures competitive employed with hourly earnings at/above federal minimum wage} = \frac{\text{Number of status 26 closures competitively employed (work status at closure code 1, 3, and 4) with hourly earnings at/above minimum wage}}{\text{Number of status 26 closures competitively employed (work status at closure code 1, 3, or 4)}}$$

We disagree with statements made on the following pages:

Page 20, first paragraph - the words "ratio of severely disabled" should be changed to read "rate of severely disabled". Also, in the same paragraph, the example "Status 10 and above" should be changed to read "Status 06 and above".

Page 21, last paragraph - "Status 10 and above" should be changed to "Status 06 and above".

Page 23, second paragraph - Beginning with the words "We are aware...", we disagree with the first sentence in the paragraph and the last sentence in this paragraph. No state agency knows a client's case is going to be closed 08 when the client is receiving diagnostic services. A knowledge of how the referral process in the VR agency works would eliminate a statement of this nature.

Page 26, third to last paragraph - We in Pennsylvania recognize client assessment as client service. Any case that uses VR dollars and/or counselor time should be called a served case.

Page 46, first paragraph - "The second point concerning Standard 4" should be changed to read, "The second point concerning Standard 3".

Page 67, last sentence on the page - We in Pennsylvania realize that "goal-switching" is not a bad thing. The Pennsylvania case review process has shown that our counselors have justifiably documented the reasons why they changed the vocational objectives. Our counselors have amended the clients' IWRP's appropriately and have provided the necessary services under the amended plan.

Page 70, last paragraph - "Dividing competitive employment into full-time and part-time employment is complicated and unnecessary. It adds virtually no new information, and the variation in hours worked is already taken into consideration in other data elements." The first sentence is not true. Distinguishing full-time and part-time competitive employment is important to our agency, and it is not difficult to calculate. It does add new information, since BPA is suggesting to eliminate Standard 4 data element (ii).

## PENNSYLVANIA MEU REVIEW OF BPA DATA-COLLECTION FORMS

I. We disagree with your recommendations to retain Item W: Address of Friend or Relative on R-300 Supplements A & B. In the pretest, 52 out of 100 cases had this item completed. Many counselors informed us that many of the clients didn't want to give an address of a friend or relative because they did not want anyone to know they were receiving services from our agency. We feel that this item should not be computerized because it creates a burden for the counselor to collect. We see no utility for our agency to collect this piece of data on our clients.

II. We disagree with your recommendations to retain Item Q: Primary Source of Support at Closure on R-300 Supplements C & D. In the pretest, 231 out of 503 cases indicated that current earnings, interest, dividends, and rent as their primary source of support at closure. The only major difference in primary source of support code seemed to be between the 26 closures and 28 and 30 closures. The primary source of support code answered most frequently for 26 closures was current earnings whereas for 28 and 30 closures was some form of public assistance or SSDI. In addition, this item was very difficult to capture in the case file, since there was no standard place in the case file to look for this information. Many times the only reference to the primary source of support at closure was the same as the primary source at referral, especially for not rehabilitated cases and homemakers. For rehabilitated cases, 214 out of 300 had current earnings as primary source of support. The remainder were homemakers which had family and friends as their primary source of support. It is very difficult for a counselor to get this information from a client whose case has been closed not rehabilitated or rehabilitated as a homemaker. The problem, as we see it, is with the words "Primary Source of Support". We think it would be more meaningful if all state agencies collected all public sources of support and dollar amounts at referral and at time of closure, therefore an agency could measure the degree of dependency of VR clients on monies from public sources.

III. We disagree with your recommendation to delete Item R: Number of Hours Working Per Week on R-300 Supplements C & D. In the pretest, this was a fairly easy item to collect since it could be located on the Closure Amendment of the IWRP in the case file. This item will be an asset to program evaluation since it will distinguish part-time competitive employment from full-time competitive employment. We strongly emphasize that information on this item be collected on status 26 closures only. Hours worked per week is difficult to capture on not rehabilitated cases and even if this information is captured, it is usually zero hours.

IV. We agree with your recommendations for both the Closure Survey and Follow-Up Survey. We would like you to consider our new "Follow-Up Survey" that was developed based upon the field testing of the Closure and Follow-Up Surveys. (See Attachment A) We have data available on the reliability of this new instrument. (See Attachments B and C)

## PENNSYLVANIA MEU COMMENTS ON INTRODUCTION CHAPTER

Generally, the introduction chapter was very clear and brief. There was a spelling error on page 5 under the title Reporting System. The word measure is spelled incorrectly. We feel that one of the best sentences in the introduction chapter is on page 12. "The standards have been used for reports, but not as an incentive to improve performance." If the new program standards can act as an agent to improve agency performance, this field test activity would have been worth the effort.

## PENNSYLVANIA MEU COMMENTS ON GENERAL FORM AND PRESENTATION

Overall, the general form and presentation was excellent. There are two areas that we feel should have been addressed but were not. A definition of competitive employment was never stated. Our question is: Does competitive employment include RSA work status code 1, 3, and 4 or just code 1? The other point that we were concerned with was Standard 2 data elements (iii) and (iv). We would have liked to see the formulas used and the actual data used to compute the statistics shown on page 43 for data elements (iii) and (iv).

Since, for the most part, our state (Pennsylvania) has stated the things that we disagree with, there were many good points that the report addressed. In fact, the report was very well written and Pennsylvania MEU gives it a grade of A-. This is based on a scale of A - F, with A being the best.

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF LABOR AND INDUSTRY

BVR - 380
Rev. 2/81

ATTACHMENT A

**BUREAU OF VOCATIONAL REHABILITATION**
HARRISBURG, PA. 17120

# FOLLOW-UP SURVEY

Phone where you can be reached: ______________________________

New Address: ______________________________

______________________________

*Our records indicate that you may have received services from the Bureau of Vocational Rehabilitation. In an effort to improve services we provide, we would like to know your current situation. We would appreciate your answering the questions on this questionnaire and returning it in the postage-paid envelope as soon as possible. All information is confidential and is for research use only. No employers will be contacted. This study is being conducted to improve services that the Bureau of Vocational Rehabilitation provides to citizens. Please help by completing this form.*

**1. Which of the following statements best describes your present situation?** *(Please check one box.)*

- ☐ a. I earn a wage or salary at a regular job.
- ☐ b. I earn a wage or salary in a sheltered workshop (for example, a place like a workshop for the blind or Goodwill Industries).
- ☐ c. I am self-employed.
- ☐ d. I earn a wage or salary in a state-managed Business Enterprise Program (that is, a state-run program intended specifically for disabled people).
- ☐ e. I am a homemaker (that is a person whose primary work is taking care of the home).
- ☐ f. I work on a family farm or in a family business without pay.
- ☐ g. I am not working at present. I am: *(Please check one)*
  - ☐ 1. A student.
  - ☐ 2. Retired.
  - ☐ 3. A trainee.
  - ☐ 4. Other *(Please explain)* ______________________________
- ☐ h. My situation is not listed above *(Please explain)* ______________________________

______________________________

**— IF YOU CHECKED ITEMS E, F, G, or H IN QUESTION 1, PLEASE SKIP QUESTIONS 2 and 3. —**

**2. About how many hours a week do you work?** *(Please check one and fill in the blank.)*

- ☐ a. I usually work about ____________ hours a week.
- ☐ b. I am not working.
- ☐ c. I don't know.

**3. What are your present earnings, before taxes?** *(Please check one and fill in the blank.)*

- ☐ a. I earn $________.____per [1. hour / 2. week / 3. month / 4. year]. *(Please circle one.)*
- ☐ b. I am working but I don't receive a wage or salary.
- ☐ c. I am not working.
- ☐ d. I don't know.

4. **What is your largest source of support?** *(Please check one.)*
- ☐ a. Current earnings from a job.
- ☐ b. Earnings from interest, dividends or rent payments.
- ☐ c. Family and friends.
- ☐ d. Private relief agency (for example, the Salvation Army, Goodwill Industries).
- ☐ e. Public welfare (if possible, please check which one of the following types of welfare is your largest source of support).
  - ☐ 1. Supplemental Security Income (SSI) for the Blind.
  - ☐ 2. Supplemental Security Income (SSI) for the Aged.
  - ☐ 3. Supplemental Security Income (SSI) for the Disabled.
  - ☐ 4. Aid to Families with Dependent Children (AFDC).
  - ☐ 5. General Assistance (GA).
- ☐ f. Public institutions (for example, a tax-supported hospital, nursing home, treatment center, etc.).
- ☐ g. Worker's Compensation (federal, state, private).
- ☐ h. Social Security Disability Insurance Benefits (SSDI).
- ☐ i. Veteran's Benefits.
- ☐ j. Private Insurance.
- ☐ k. Unemployment Compensation.
- ☐ l. Other *(Please explain.)* ______________________________

5. **How much income, if any, did you receive LAST MONTH from all sources of public welfare, as defined in Question 4e?** *(Please check one and fill in the blank.)*
- ☐ a. I received $__________ last month.
- ☐ b. None.
- ☐ c. I don't remember.

6. **Beside each of the following statements check the box that would be most nearly true for you.**

a. How satisfied are you with your present situation?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

b. How satisfied were you with the information provided by your counselor about your physical or mental condition and the opportunities for improving your situation?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

c. How satisfied were you with your counselor's willingness to listen to your ideas and suggestions when developing your rehabilitation plan and job goal?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

d. How satisfied were you with your counselor's promptness in providing services to you?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

e. How satisfied were you with any services provided by a vendor or someone other than your counselor?
☐ ~~1.~~ Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

f. How satisfied were you with your overall experience with the rehabilitation program?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

7. **Did your counselor arrange for you to have PHYSICAL RESTORATION SERVICES (such as medical treatment, physical therapy, artificial limbs, eyeglasses, dentures, hearing aids, etc.)?** *(Please check one.)*
☐ a. Yes ☐ b. I don't remember ☐ c. No

**If yes,** how satisfied were you with these services? *(Please check one.)*
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

8. **Did your counselor provide job counseling assistance?** *(Please check one.)*
☐ a. Yes ☐ b. I don't remember ☐ c. No

**If yes,** how satisfied were you with this help?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

16. **If you mostly work as a HOMEMAKER, has your ability to do any of the following skills and activities related to HOMEMAKING changed since coming to the rehabilitation program?** *(Please check on the right side whether your ability to perform each item has stayed the same, improved, or gotten worse since coming to the rehabilitation program.)*

| **TO BE ANSWERED BY HOMEMAKERS ONLY** | **Has stayed the same** | **Has improved** | **Has gotten worse** |
|---|---|---|---|
| a. Caring for children and family | (1) ☐ | (2) ☐ | (3) ☐ |
| b. Caring for pets | (1) ☐ | (2) ☐ | (3) ☐ |
| c. Cooking and fixing meals | (1) ☐ | (2) ☐ | (3) ☐ |
| d. Washing dishes | (1) ☐ | (2) ☐ | (3) ☐ |
| e. Cleaning house | (1) ☐ | (2) ☐ | (3) ☐ |
| f. Doing laundry | (1) ☐ | (2) ☐ | (3) ☐ |
| g. Shopping for food and groceries | (1) ☐ | (2) ☐ | (3) ☐ |
| h. Running errands | (1) ☐ | (2) ☐ | (3) ☐ |
| i. Budgeting and paying bills | (1) ☐ | (2) ☐ | (3) ☐ |
| j. Taking part in neighborhood activities | (1) ☐ | (2) ☐ | (3) ☐ |
| k. Other *(specify)* ______ | (1) ☐ | (2) ☐ | (3) ☐ |

17. **Have you improved in any JOB-RELATED SKILLS AND ACTIVITIES (like typing, using tools and machinery, assembly work, serving people, and so on) since coming to the rehabilitation program?** *(Please check one.)*

☐ a. Yes ☐ b. No

18. **Would you recommend vocational rehabilitation services to a friend?** *(Please check one.)*

☐ a. Yes ☐ b. No

19. **Would you like a Bureau of Vocational Rehabilitation counselor to contact you regarding further services?** *(Please check one.)*

☐ a. Yes ☐ No

**If yes, which services below do you require?**

☐ a. Further training
☐ b. Placement assistance in finding me a job
☐ c. A hearing aid
☐ d. Glasses
☐ e. A new artificial appliance (e.g. leg, arm, brace, wheelchair, etc.)
☐ f. Dental Work
☐ g. Someone to talk to about training me and finding me a job
☐ h. Other *(specify)* ______

20. **Who answered this questionnaire?** *(Please check one.)*

☐ a. I answered this questionnaire by myself.
☐ b. I answered this questionnaire with the help of another person.
☐ c. Another person answered this questionnaire for me.

21. **Thank you for your cooperation in this survey. If you have any comments you would like to add, please include them here:**

9. Did your counselor arrange for you to have TRAINING? *(Please check one.)*

☐ a. Yes ☐ b. I don't remember ☐ c. No

If yes, how satisfied were you with the kind of training you received? *(Please check one.)*

☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

10. How USEFUL were the services you received from the rehabilitation program IN HELPING YOU TO GET your present situation? *(Please check one.)*

☐ a. The services were of great use.
☐ b. The services were of some use.
☐ c. The services were of no use at all.
☐ d. I received no services from the rehabilitation program.

11. How USEFUL were the services you received from the rehabilitation program IN HELPING YOU TO PERFORM in your present situation (even if they were of little or no use in helping you get it)? *(Please check one.)*

☐ a. The services were of great use.
☐ b. The services were of some use.
☐ c. The services were of no use at all.
☐ e. I received no services from the rehabilitation program.

12. Sometimes, after receiving rehabilitation services, people are better able to care for themselves. This may allow other family members to work or work longer hours at a job they already have. Is this so in your case? *(Please check one.)*

☐ a. Yes ☐ b. I don't remember ☐ c. No

13. Sometimes, as a result of contact with the rehabilitation program, people find their personal attitudes change. How do you feel about YOURSELF now, compared to before you were in the rehabilitation program? *(Please check one.)*

☐ a. I feel the same about myself.
☐ b. I feel better about myself.
☐ c. I feel worse about myself.

14. How do you feel about YOUR FUTURE, compared to before you were in the rehabilitation program? *(Please check one.)*

☐ a. I feel the same about my future.
☐ b. I feel better about my future.
☐ c. I feel worse about my future.

15. Has your ABILITY TO DO any of the following functions of SELF-CARE changed since coming to the rehabilitation program? *(Please check on the right side whether your ability to perform each item has stayed the same, improved, or gotten worse since coming to the rehabilitation program.)*

| | | Has stayed the same | Has improved | Has gotten worse |
|---|---|---|---|---|
| a. | Eating | (1) ☐ | (2) ☐ | (3) ☐ |
| b. | Bathroom functions | (1) ☐ | (2) ☐ | (3) ☐ |
| c. | Taking medicine | (1) ☐ | (2) ☐ | (3) ☐ |
| d. | Grooming *(shaving, hair care, make-up, etc.)* | (1) ☐ | (2) ☐ | (3) ☐ |
| e. | Dressing and undressing | (1) ☐ | (2) ☐ | (3) ☐ |
| f. | Moving my body weight | (1) ☐ | (2) ☐ | (3) ☐ |
| g. | Moving around the home | (1) ☐ | (2) ☐ | (3) ☐ |
| h. | Climbing stairs | (1) ☐ | (2) ☐ | (3) ☐ |
| i. | Reading | (1) ☐ | (2) ☐ | (3) ☐ |
| j. | Writing | (1) ☐ | (2) ☐ | (3) ☐ |
| k. | Talking | (1) ☐ | (2) ☐ | (3) ☐ |
| l. | Answering the phone | (1) ☐ | (2) ☐ | (3) ☐ |
| m. | Moving on the street | (1) ☐ | (2) ☐ | (3) ☐ |
| n. | Using public transportation | (1) ☐ | (2) ☐ | (3) ☐ |
| o. | Driving a car | (1) ☐ | (2) ☐ | (3) ☐ |
| p. | Other *(specify)* ______ | (1) ☐ | (2) ☐ | (3) ☐ |

```
          RUN NUMBER VRQSTATS                   ACCUMULATED STATISTICS FOR 1981         06/23/81
               STATE TOTALS                             FOLLOW-UP SURVEY                                          PAGE    31

                                                       ALL COMPLETED SURVEYS                                         ATTACHMENT B
  Q1. PRESENT SITUATION    NR      A      B      C      D      E      F     GG     G1     G2     G3     G4      H
                            2    240     13     16      2    246      3     44      6     13      2     47     12
                           .3   37.2    2.0    2.5     .3   38.1     .5    6.8     .9    2.0     .3    7.3    1.9

  Q2. HOURS WORKED         NR      A    AVE   0-34    35+      B      C
                          394    242   37.0     52    190      7      3
                         61.0   37.5          21.5   78.5    1.1     .5

  Q3. PRESENT EARNINGS     NR     A0     A1            A2            A3            A4                B      C      D
                          400      0    130   20.1     50    7.7     23    3.6     34    5.3         0      8      1
                         61.9     .0           4.86        197.15        741.19     12838.83        .0    1.2     .2

  Q4. SOURCE OF SUPPORT    NR      A      B      C      D     E0     E1     E2     E3     E4     E5      F      G      H      I      J      K      L
                           53    238      1     52      2      9      1     15     38     14     35      1      5     72      5      1     23     81
                          8.2   36.8     .2    8.0     .3    1.4     .2    2.3    5.9    2.2    5.4     .2     .8   11.1     .8     .2    3.6   12.5

  Q5. PA SOURCES           NR      A             B      C                           Q10. HELPING TO GET     NR      A      B      C      D
                          144    141   21.8    348     13                                PRESENT SITUATION  129    167    116     92    142
                         22.3           300   53.9    2.0                                                  20.0   25.9   18.0   14.2   22.0

  Q6. SATISFACTION         NR    (1)    (2)    (3)    (4)                           Q11. HELPING TO PERFORM NR      A      B      C      D
                      A.   74    112    266    118     76                                PRESENT SITUATION  122    179    151     80    114
                         11.5   17.3   41.2   18.3   11.8                                                  18.9   27.7   23.4   12.4   17.6
                      B.  143    129    295     54     25
                         22.1   20.0   45.7    8.4    3.9                           Q12. ALLOWS OTHER FAM.  NR      A      B      C
                      C.  161    163    275     32     15                                MEMBERS TO WORK    156     84     25    381
                         24.9   25.2   42.6    5.0    2.3                                                  24.1   13.0    3.9   59.0
                      D.  127    216    246     37     20
                         19.7   33.4   38.1    5.7    3.1                           Q13. SELF-ESTEEM        NR      A      B      C
                      E.  224     98    241     50     33                                                 140    262    220     24
                         34.7   15.2   37.3    7.7    5.1                                                  21.7   40.6   34.1    3.7
                      F.  137    182    247     48     32
                         21.2   28.2   38.2    7.4    5.0                           Q14. FUTURE OUTLOOK     NR      A      B      C
                                                                                                          149    267    195     35
  Q7. PHYSICAL REST.       NR     A0     A1     A2     A3     A4      B      C                             23.1   41.3   30.2    5.4
                           81     38    141    128     27      5     38    188
                         12.5    5.9   21.8   19.8    4.2     .8    5.9   29.1

  Q8. JOB COUNSELING       NR     A0     A1     A2     A3     A4      B      C
                          113      9     45     74      9      9     60    327
                         17.5    1.4    7.0   11.5    1.4    1.4    9.3   50.6

  Q9. TRAINING             NR     A0     A1     A2     A3     A4      B      C
                          118     21     41     42     13      1     32    378
                         18.3    3.3    6.3    6.5    2.0     .2    5.0   58.5
```

```
      RUN NUMBER VRQSTATS                    ACCUMULATED STATISTICS FOR 1981      06/23/81
         STATE TOTALS                                     FOLLOW-UP SURVEY                              PAGE    32

.5. SELF-CARE          NR     (1)    (2)    (3)                       Q16. HOME. ACTIVITIES   NR    (1)    (2)    (3)
                  A.  224     340     72     10                                          A.  579     42     19      6
                     34.7    52.6   11.1    1.5                                              89.6    6.5    2.9     .9
                  B.  238     354     46      8                                          B.  582     48     12      4
                     36.8    54.8    7.1    1.2                                              90.1    7.4    1.9     .6
                  C.  241     345     50     10                                          C.  546     55     35     10
                     37.3    53.4    7.7    1.5                                              84.5    8.5    5.4    1.5
                  D.  237     335     65      9                                          D.  543     67     26     10
                     36.7    51.9   10.1    1.4                                              84.1   10.4    4.0    1.5
                  E.  233     346     56     11                                          E.  542     55     25     24
                     36.1    53.6    8.7    1.7                                              83.9    8.5    3.9    3.7
                  F.  242     315     63     26                                          F.  553     54     23     16
                     37.5    48.8    9.8    4.0                                              85.6    8.4    3.6    2.5
                  G.  229     321     74     22                                          G.  544     52     28     22
                     35.4    49.7   11.5    3.4                                              84.2    8.0    4.3    3.4
                  H.  240     305     61     40                                          H.  562     43     23     18
                     37.2    47.2    9.4    6.2                                              87.0    6.7    3.6    2.8
                  I.  237     312     78     19                                          I.  552     64     20     10
                     36.7    48.3   12.1    2.9                                              85.4    9.9    3.1    1.5
                  J.  237     331     58     20                                          J.  552     64     20     10
                     36.7    51.2    9.0    3.1                                              88.2    6.7    3.4    1.7
                  K.  234     308     94     10                                          K.  622     14      9      1
                     36.2    47.7   14.6    1.5                                              96.3    2.2    1.4     .2
                  L.  233     317     89      7
                     36.1    49.1   13.8    1.1                       Q17. IMPROVED JOB        NR      A      B
                  M.  237     300     78     31                               SKILLS           197    171    278
                     36.7    46.4   12.1    4.8                                                30.5   26.5   43.0
                  N.  256     304     54     32
                     39.6    47.1    8.4    5.0                       Q18. RECOMMEND SERVICES NR      A      B
                  O.  296     275     55     20                                                131    470     45
                     45.8    42.6    8.5    3.1                                                20.3   72.8    7.0
                  P.  507      82     49      8
                     78.5    12.7    7.6    1.2

 9. FURTHER SERVICES   NR       A     AA     AB     AC     AD     AE     AF     AG     AH      B
                       64     272     45     58     30     69     21     74     70     27    310
                      9.9    42.1    7.0    9.0    4.6   10.7    3.3   11.5   10.8    4.2   48.0

 0. RESPONDENT         NR       A      B      C                       Q21. COMMENTS            NR      R
                       58     471     89     28                                                323    323
                      9.0    72.9   13.8    4.3                                                50.0   50.0

 TOTAL    1,248    COMPLETED      646    NOT DELIVERED (R)      189    COMMENT ONLY (RI)      35    NOT RETURNED (DC)      378
```

bpa

berkeley planning associates

June 1, 1981

Andy Chopak
Bureau of Vocational Rehab.
Labor and Industry Building
Seventh and Forster Streets
Harrisburg, PA

Dear Mr. Chopak:

Enclosed you will find a copy of the second volume of Berkeley Planning Associates' draft Program Standards Pretest Report. We would appreciate it very much if your staff would review the report and provide us with your comments. We are particularly interested in your reactions to our recommendations regarding which of the Standards and data elements should be retained in (or added to) the final revised Standards system, and our recommendations on the data collection instruments. Also, however, we would appreciate comments on the sketch of the Analytic Paradigm (presented in the Introduction) and on the general format and presentation.

Your comments will be incorporated into our final pretest report, scheduled for completion on July 15, 1981. Given the timing of the next report, it is important for us to receive your comments as soon as possible. At the latest, we would need to have your comments by the time of the next MEU meeting in Scottsdale. I will be attending that meeting, and will pick them up at that time if you have not been able to send them to me before then. So as to minimize misinterpretation, I would request that your comments be in writing.

Looking forward to receiving your comments and seeing you at the conference.

Sincerely,

Mark Rogers

Mark Rogers
Deputy Project Director
for Program Standards

MR:lk
Enclosure

3200 adeline street • berkeley, california 94703 • (415) 652-0999

## SUGGESTED OUTLINE

_________________ MEU Review of BPA Standard Pretest Report
(state)

I. Overall Comments

II. Reaction to BPA Recommendations
    a. Standards
    b. Data Elements
    c. forms

III. Comments on Introduction chapter

IV. Comments on General Form and Presentation

V. Other (?)

## APPENDIX 12

# SIX-MONTH FOLLOW-UP QUESTIONNAIRE AND RESULTS

## BUREAU OF VOCATIONAL REHABILITATION

Labor and Industry Building
Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

Our records indicate that you were referred to and may have received services from this agency. In an effort to improve services we provide, we would like to know your current situation. We would appreciate it if you would answer the few questions on this questionnaire and return it in the postage-paid, self-addressed envelope as soon as possible. All information is confidential and is for research use only. No employers will be contacted. This study is being conducted to try to improve services to handicapped people. Please help by filling out this form.

2-5 Questionnaire No. |__|__|__|__|

VOCATIONAL REHABILITATION SURVEY

# 6-MONTH FOLLOW-UP QUESTIONNAIRE

6-7 **(1) Which of the following statements best describes your present situation?** *(Please check only one box)*

☐ 1. I earn a wage or salary at a regular job.
☐ 2. I earn a wage or salary in a sheltered workshop (for example, a place like a workshop for the blind or Goodwill Industries).
☐ 3. I am self-employed.
☐ 4. I earn a wage or salary in a state-managed Business Enterprise Program (that is, a state-run program intended specifically for disabled people).
☐ 5. I am a homemaker (that is, a person whose primary work is taking care of the home).
☐ 6. I work on a family farm or in a family business without pay.
☐ 7. I am not working at present. I am: A student
☐ 8. I am not working at present. I am: Retired
☐ 9. I am not working at present. I am: A trainee
☐ 10. Other *(Please explain)* ____________________
____________________
☐ 11. My situation is not listed above. *(Please explain)*
____________________
____________________

8 **(2) How satisfied are you with your present situation?** *(Please check one)*

☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

9-10 **(3) About how many hours a week do you work?** *(Please check one and fill in the boxes)*

☐ I usually work about |__|__| hours a week.
☐ I don't know.
☐ I am not working.

11-13 **(4) What are your present earnings?** *(Please check one and fill in the boxes)*

☐ I earn $ |__|__|__| per week.
☐ I don't know.
☐ I am working but I don't receive a wage or salary.
☐ I am not working.

14-15 **(5) How long have you been in your present job?** *(Please check one and fill in the boxes)*

☐ I have had this job about |__|__| months.
☐ I don't remember.
☐ I am not working.

16-17 **(6) If you usually work, have you been out of work at any time during the last six (6) months?** *(Please check one and fill in the boxes)*

☐ No, I have not been out of work at any time.
☐ I don't remember.
☐ Yes, I was out of work for |__|__| weeks.
☐ I don't usually work.

18-19 **(7) What is your largest source of support?** *(Please check one)*

☐ 1. Current earnings from a job.
☐ 2. Earnings from interest, dividends, or rent payments.
☐ 3. Family and friends.
☐ 4. Private relief agency (for example, the Salvation Army, Goodwill Industries
☐ 5. Supplemental Security Income (SSI) for the Blind
☐ 6. Supplemental Security Income (SSI) for the Aged
☐ 7. Supplemental Security Income (SSI) for the Disabled
☐ 8. Aid to Families with Dependent Children (AFDC)
☐ 9. General Assistance (GA)
☐ 10. Other public welfare *(Please explain)* ______________________________
☐ 11. Public institutions (for example, a tax-supported hospital, nursing home, treatment center, etc.)
☐ 12. Workers' Compensation
☐ 13. Social Security Disability Insurance Benefits (SSDI)
☐ 14. Veteran's Benefits
☐ 15. Private Insurance
☐ 16. Other: *(Please explain)* ______________________________

20-23 **(8) How much income, if any, did you (or your dependents) receive last month from all sources of public welfare?** *(Please check one and fill in the boxes)*

☐ I received $ |__|__|__|__| last month.
☐ None
☐ I don't remember.

24-28 **(9) How much did you earn during the last six (6) months?** *(Please check one and fill in the boxes)*

☐ I earned about $ |__|__|__|__|__| during the last 6 months.
☐ I did not earn anything during the last 6 months.
☐ I don't remember.

29 **(10) When you finished rehabilitation services, was anyone in your family able to work or work longer hours at a job they already had because you were able to care for yourself?** *(Please check one)*

☐ 2. No.
☐ 9. I don't know.
☐ 1. Yes

30 A. If yes, is this still the case? *(Please check one)*
☐ 1. Yes
☐ 2. No
☐ 9. I don't know

31 **(11) How do you feel about yourself compared to 6 months ago?** *(Please check one)*
☐ 1. I feel the same about myself as I did 6 months ago.
☐ 2. I feel better about myself than I did 6 months ago.
☐ 3. I feel worse about myself than I did 6 months ago.
☐ 9. I don't know.

32 **(12) How do you now feel about your future, compared to 6 months ago?** *(Please check one)*
☐ 1. I feel the same about my future as I did 6 months ago.
☐ 2. I feel better about my future than I did 6 months ago.
☐ 3. I feel worse about my future than I did 6 months ago.
☐ 9. I don't know.

**(13) Has your ability to perform any of the following functions of self-care changed at all during the last six months?** *(Please check on the right side whether your ability to perform each item has stayed the same, improved or gotten worse during the last six months)*

| | In the last 6 months my ability to: | Has stayed the same | Has improved | Has gotten worse | Not sure |
|---|---|---|---|---|---|
| 33 | a. Feeding | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 34 | b. Bathroom functions | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 35 | c. Taking medicine | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 36 | d. Grooming (shaving, hair care, make up, etc.) | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 37 | e. Dressing and undressing | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 38 | f. Moving my body weight | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 39 | g. | Moving around the home | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 40 | h. | Climbing stairs | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 41 | i. | Reading | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 42 | j. | Writing | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 43 | k. | Talking | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 44 | l. | Answering the phone | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 45 | m. | Moving on the street | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 46 | n. | Using public transportation | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 47 | o. | Driving a car | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |

**(14) If you are primarily a homemaker, has your ability to do any of the skills and activities related to homemaking changed during the past six months?** *(Please check on the right side whether your ability to do each of the items has stayed the same, improved, or gotten worse during the last six months.)*

|  |  | In the last 6 months my ability to: | Has stayed the same | Has improved | Has gotten worse | Not sure |
|---|---|---|---|---|---|---|
| 48 | a. | Caring for children and family | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 49 | b. | Caring for pets | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 50 | c. | Cooking and fixing meals | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 51 | d. | Washing dishes | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 52 | e. | Cleaning house | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 53 | f. | Doing laundry | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 54 | g. | Shopping for food and groceries | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 55 | h. | Running errands | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 56 | i. | Budgeting and paying bills | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
| 57 | j. | Taking part in neighborhood activities | 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |

58 (15) **Has there been any change in your ability to do job-related skills and activities (like typing, using tools and machinery, assembly work, serving people, and so on) during the six months since you left the rehabilitation program?** *(Please check one)*

☐ 2. No, there has been no change.
☐ 9. I don't know.
☐ 1. Yes, there has been a change.
A. If yes, please list the skills or activities below, and check whether you have improved or gotten worse in it:

| In the last 6 months my ability to: | Has stayed the same | Has improved | Has gotten worse |
|---|---|---|---|
| ____________________ | ☐ | ☐ | ☐ |
| ____________________ | ☐ | ☐ | ☐ |
| ____________________ | ☐ | ☐ | ☐ |

59 (16) **How satisfied are you now with the information provided by your counselor about your disability and the opportunities for improving your situation?** *(Please check one)*

☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

60 (17) **How satisfied are you now with your counselor's willingness to listen to your ideas and suggestions when developing your rehabilitation plan and job goal?** *(Please check one)*

☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

61 (18) **How satisfied are you now with your counselor's promptness in providing services to you?** *(Please check one)*

☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

62 (19) **Did your counselor arrange for you to have physical restoration services (such as medical treatment, physical therapy, artifical limbs, eyeglasses, dentures, hearing aids, etc.)?** *(Please check one)*

☐ 2. No
☐ 9. I don't remember.
☐ 1. Yes

63 A. If yes, how satisfied are you with these services? *(Please check one)*
☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

64 (20) **Did your counselor arrange for you to have job-training?** *(Please check one)*
☐ 2. No
☐ 9. I don't remember.
☐ 1. Yes

65 A. If yes, how satisfied are you with the kind of training you received? *(Please check one)*
☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

66 (21) **Did your counselor help you look for a job?** *(Please check one)*
☐ 2. No
☐ 9. I don't remember.
☐ 1. Yes

67 A. If yes, how satisfied are you with this help? *(Please* check one)
☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

68 (22) **How useful were the services or training you received from the rehabilitation program in helping you to get your present situation?** *(Please check one)*
☐ 1. The services or training were of great use.
☐ 2. The services or training were of some use.
☐ 3. The services or training were of no use at all.
☐ 4. I have no opinion.
☐ 8. I received no services or training from the rehabilitation program.

69 (23) **How useful were the services or training you received from the rehabilitation program in helping you to perform in your present situation (even if they were of little or no use in helping you get it?)** *(Please check one)*
☐ 1. The services or training were of great use.
☐ 2. The services or training were of some use.
☐ 3. The services or training were of no use at all.
☐ 4. I have no opinion.
☐ 8. I received no services or training from the rehabilitation program.

70 (24) **How satisfied are you with your overall experience with the rehabilitation program?** *(Please check one)*

☐ 1. Very satisfied
☐ 2. Somewhat satisfied
☐ 3. Somewhat dissatisfied
☐ 4. Very dissatisfied
☐ 5. No opinion

71 (25) **Would you recommend your vocational rehabilitation agency to a disabled friend?** *(Please check one)*

☐ 1. Yes ☐ 2. No ☐ 3. No opinion

72 (26) **Who answered this questionnaire?** *(Please check one and fill in the blank)*

☐ 1. I, the former rehabilitation program client, answered this questionnaire by myself.

☐ 2. I, the former rehabilitation program client, answered this questionnaire with the help of another person.

This person is my: *(Please give relationship)* ________

________________________________

☐ 3. Another person answered this questionnaire for me. This other person is my: *(Please give relationship)*

________________________________

(27) **Do you have any comments you wish to make about your case or the program, or is there anything else you think it would be useful for us to know** ________________

________________________________

________________________________

________________________________

________________________________

________________________________

73-74 (28) **How long did it take for you to fill out this questionnaire?**

|__|__| Minutes

(29) **Do you wish to be contacted by your vocational rehabilitation agency for further services? If so, please provide:**

________________________________
Name

________________________________
State Address

________________________________
City State Zip

________________________________
Area Code Telephone Number

## SIX-MONTH CLOSURE SURVEY
## REHABS FOR JANUARY, FEBRUARY, MARCH/FISCAL YEAR 1980

| District | Month | Sample Size | Not Delivered | Net | Returned Initial Distribution | Returned Follow-Up Letter | Returned Follow-Up Questionnaire | Returned Follow-Up Phone Call | Total Usable Returns | Percent |
|---|---|---|---|---|---|---|---|---|---|---|
| Rosemont | July | 28 | 1 | 27 | 8 | 3 | 5 | 3 | 19 | 70.4 |
| York | | 24 | 0 | 24 | 10 | 0 | 5 | 1 | 16 | 66.7 |
| Total | | 52 | 1 | 51 | 18 | 3 | 10 | 4 | 35 | 68.6 |
| Rosemont | August | 52 | 2 | 50 | 14 | 5 | 6 | 5 | 30 | 60.0 |
| York | | 55 | 6 | 49 | 8 | 10 | 7 | 4 | 29 | 59.2 |
| Total | | 107 | 8 | 99 | 22 | 15 | 13 | 9 | 59 | 59.6 |
| Rosemont | September | 49 | 3 | 46 | 7 | 5 | 11 | 1 | 24 | 52.2 |
| York | | 53 | 3 | 50 | 16 | 10 | 9 | 2 | 37 | 74.0 |
| Total | | 102 | 6 | 96 | 23 | 15 | 20 | 3 | 61 | 63.5 |
| Rosemont | Total | 129 | 6 | 123 | 29 | 13 | 22 | 9 | 73 | 59.4 |
| York | | 132 | 9 | 123 | 34 | 20 | 21 | 7 | 82 | 66.7 |
| Total | | 261 | 15 | 246 | 63 | 33 | 43 | 16 | 155 | 63.0 |

## SIX-MONTH FOLLOW-UP QUESTIONNAIRE

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (1) Which of the following statements best describes your present situation? | 151 | 97.4 |
| 1. I earn a wage or salary at a regular job. | 64 | 42.4 |
| 2. I earn a wage or salary in a Sheltered Workshop. | 1 | 0.7 |
| 3. I am Self-Employed. | 7 | 4.6 |
| 4. I earn a wage or salary in a State-Managed Business Enterprise Program. | 1 | 0.7 |
| 5. I am a Homemaker. | 28 | 18.5 |
| 6. I work on a Family Farm or in a Family Business without pay. | 1 | 0.7 |
| 7. I am not working at present - Student. | 0 | 0.0 |
| 8. I am not working at present - Retired. | 13 | 8.6 |
| 9. I am not working at present - Trainee. | 2 | 1.3 |
| 10. Other | 22 | 14.6 |
| 11. My situation is not listed above. | 12 | 7.9 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (2) How satisfied are you with your present situation? | 143 | 92.3 |
| 1. Very satisfied. | 46 | 32.2 |
| 2. Somewhat satisfied. | 47 | 32.9 |
| 3. Somewhat dissatisfied. | 17 | 11.9 |
| 4. Very dissatisfied. | 21 | 14.7 |
| 5. No opinion. | 12 | 8.4 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (3) About how many hours a week do you work? | 142 | 91.6 |
| 1. I usually work<br>Average hours worked 36.9 | 78 | 54.9 |
| 2. I don't know. | 7 | 4.9 |
| 3. I am not working. | 57 | 40.1 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (4) What are your present earnings? | 136 | 87.7 |
| 1. I earn<br>Average dollars $161.85 | 69 | 50.7 |
| 2. I don't know | 6 | 4.4 |
| 3. I am working but I don't receive a wage or salary. | 5 | 3.7 |
| 4. I am not working. | 56 | 41.2 |

|  | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (5) How long have you been in your present job? | 140 | 90.3 |
| 1. I had this job<br>Average months 49 | 79 | 56.4 |
| 2. I don't know | 3 | 2.1 |
| 3. I am not working. | 58 | 41.4 |

|  | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (6) If you usually work, have you been out of work at any time during the last six (6) months? | 129 | 83.2 |
| 1. No, I have not been out of work at any time. | 62 | 48.1 |
| 2. I don't remember. | 5 | 3.9 |
| 3. Yes, I have been out of work.<br>Average weeks 21 | 23 | 17.8 |
| 4. I don't usually work. | 39 | 30.2 |

|  | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (7) What is your largest source of support? | 152 | 98.1 |
| 1. Current earnings from a job | 66 | 43.4 |
| 2. Earnings from interest, dividends, or rent payments | 0 | 0.0 |
| 3. Family and Friends | 16 | 10.5 |
| 4. Private relief agency | 0 | 0 |
| 5. SSI - Blind | 1 | 0.7 |
| 6. SSI - Aged | 8 | 5.3 |
| 7. SSI - Disabled | 9 | 5.9 |
| 8. Aid to families with dependent children | 4 | 2.6 |
| 9. General Assistance | 10 | 6.6 |
| 10. Other Public Welfare | 6 | 3.9 |
| 11. Public Institution | 0 | 0.0 |
| 12. Worker's Benefits | 2 | 1.3 |
| 13. SSDI | 13 | 8.6 |
| 14. Veteran's Benefits | 3 | 2.0 |
| 15. Private Insurance | 1 | 0.7 |
| 16. Other | 13 | 8.6 |

|  | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (8) How much income, if any, did you receive last month from all sources of Public Welfare? | 140 | 90.3 |
| 1. I received<br>Average Amount $263.96 | 26 | 18.6 |
| 2. None | 105 | 75.0 |
| 3. I don't remember. | 9 | 6.4 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (9) How much did you earn during the last 6 months? | 145 | 93.5 |
| 1. I earned<br>Average Amount $3,189.85 | 70 | 48.3 |
| 2. I did not earn anything during the last six months. | 50 | 34.5 |
| 3. I don't remember. | 25 | 17.2 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (10) When you finished rehabilitation services, was anyone in your family able to work or work longer hours at a job they already had because you were able to care for yourself? | 117 | 75.5 |
| 2. No. | 94 | 80.3 |
| 9. I don't know. | 9 | 7.7 |
| 1. Yes. | 14 | 12.0 |
| A. If yes, is this still the case? | 11 | 78.6 |
| 1. Yes. | 10 | 90.9 |
| 2. No. | 1 | 9.1 |
| 9. I don't know. | 0 | 0.0 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (11) How do you feel about yourself compared to six months ago? | 144 | 92.9 |
| 1. I feel the same about myself. | 68 | 47.2 |
| 2. I feel better about myself. | 42 | 29.2 |
| 3. I feel worse about myself. | 18 | 12.5 |
| 9. I don't know. | 16 | 11.1 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (12) How do you now feel about your future, compared to six months ago? | 140 | 90.3 |
| 1. I feel the same about my future. | 60 | 42.9 |
| 2. I feel better about my future. | 37 | 26.4 |
| 3. I feel worse about my future. | 23 | 16.4 |
| 9. I don't know. | 20 | 14.3 |

13) cont'd.

| | | TOTAL | PERCENT OF TOTAL |
|---|---|---|---|
| k. | Talking | 115 | 74.2 |
| 1. | Has stayed the same. | 98 | 85.2 |
| 2. | Has improved. | 14 | 12.2 |
| 3. | Has gotten worse. | 1 | 0.9 |
| 4. | Not sure. | 2 | 1.7 |
| l. | Answering the Phone | 113 | 72.9 |
| 1. | Has stayed the same. | 92 | 81.4 |
| 2. | Has improved. | 16 | 14.2 |
| 3. | Has gotten worse. | 4 | 3.5 |
| 4. | Not sure. | 1 | 0.9 |
| m. | Moving on the Street | 116 | 74.8 |
| 1. | Has stayed the same. | 92 | 79.3 |
| 2. | Has improved. | 14 | 12.1 |
| 3. | Has gotten worse. | 8 | 6.9 |
| 4. | Not sure. | 2 | 1.7 |
| n. | Using Public Transportation | 109 | 70.3 |
| 1. | Has stayed the same. | 89 | 81.7 |
| 2. | Has improved. | 10 | 9.2 |
| 3. | Has gotten worse. | 5 | 4.6 |
| 4. | Not sure. | 5 | 4.6 |
| o. | Driving a Car | 105 | 67.7 |
| 1. | Has stayed the same. | 85 | 81.0 |
| 2. | Has improved. | 14 | 13.3 |
| 3. | Has gotten worse. | 2 | 1.9 |
| 4. | Not sure. | 4 | 3.8 |

| | | TOTAL | PERCENT OF TOTAL |
|---|---|---|---|
| (14) | If you are primarily a Homemaker, has your ability to do any of the skills and activities related to Homemaking changed during the past 6 months? | | |
| a. | Caring for children and family | 56 | 36.1 |
| 1. | Has stayed the same. | 43 | 76.8 |
| 2. | Has improved. | 7 | 12.5 |
| 3. | Has gotten worse. | 1 | 1.8 |
| 4. | Not sure. | 5 | 8.9 |
| b. | Caring for Pets | 57 | 36.8 |
| 1. | Has stayed the same. | 47 | 82.5 |
| 2. | Has improved. | 6 | 10.5 |
| 3. | Has gotten worse. | 1 | 1.8 |
| 4. | Not sure. | 3 | 5.3 |
| c. | Cooking and fixing meals | 73 | 47.1 |
| 1. | Has stayed the same. | 54 | 74.0 |
| 2. | Has improved. | 11 | 15.1 |
| 3. | Has gotten worse. | 6 | 8.2 |
| 4. | Not sure. | 2 | 2.7 |
| d. | Washing Dishes | 69 | 44.5 |
| 1. | Has stayed the same. | 55 | 79.7 |
| 2. | Has improved. | 9 | 13.0 |
| 3. | Has gotten worse. | 4 | 5.8 |
| 4. | Not sure. | 1 | 1.4 |
| e. | Cleaning House | 69 | 44.5 |
| 1. | Has stayed the same. | 47 | 68.1 |
| 2. | Has improved. | 12 | 17.4 |
| 3. | Has gotten worse. | 8 | 11.6 |
| 4. | Not sure. | 2 | 2.9 |
| f. | Doing Laundry | 70 | 45.2 |
| 1. | Has stayed the same. | 50 | 71.4 |
| 2. | Has improved. | 12 | 17.1 |
| 3. | Has gotten worse. | 7 | 10.0 |
| 4. | Not sure. | 1 | 1.4 |
| g. | Shopping for Food and Groceries | 71 | 45.8 |
| 1. | Has stayed the same. | 43 | 60.6 |
| 2. | Has improved. | 18 | 25.4 |
| 3. | Has gotten worse. | 6 | 8.5 |
| 4. | Not sure. | 4 | 5.6 |
| h. | Running Errands | 67 | 43.2 |
| 1. | Has stayed the same. | 46 | 68.7 |
| 2. | Has improved. | 16 | 23.9 |
| 3. | Has gotten worse. | 2 | 3.0 |
| 4. | Not sure. | 3 | 4.5 |
| i. | Budgeting and Paying Bills | 67 | 43.2 |
| 1. | Has stayed the same. | 45 | 67.2 |
| 2. | Has improved. | 12 | 17.9 |
| 3. | Has gotten worse. | 8 | 11.9 |
| 4. | Not sure. | 2 | 3.0 |
| j. | Taking Part in Neighborhood Activities | 62 | 40.0 |
| 1. | Has stayed the same. | 42 | 67.7 |
| 2. | Has improved. | 5 | 8.1 |
| 3. | Has gotten worse. | 7 | 11.3 |
| 4. | Not sure. | 8 | 12.9 |

21-

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (15) Has there been any change in your ability to do job-related skills and activities during the six months since you left the rehabilitation program? | 114 | 73.5 |
| 2. No there has been no change. | 84 | 73.7 |
| 9. I don't know. | 9 | 7.9 |
| 1. Yes, there has been a change. | 21 | 18.4 |

A. If yes, please list the skills or activities below, and check whether you have improved or gotten worse in them:

| | Same | Improved | Worse |
|---|---|---|---|
| Give injections | 0 | 1 | 0 |
| Typing | 0 | 1 | 1 |
| Working skills | 1 | 0 | 1 |
| Serving people | 0 | 3 | 0 |
| Inventory control | 0 | 1 | 0 |
| Hearing | 0 | 1 | 0 |
| Filing | 0 | 0 | 1 |
| Work in tool room | 0 | 1 | 0 |
| Read and write | 0 | 0 | 1 |
| Sewing | 0 | 1 | 0 |
| Walking | 0 | 1 | 1 |
| Do close work | 0 | 1 | 0 |
| Yard work | 0 | 3 | 0 |
| Talking | 0 | 1 | 0 |
| Housework | 1 | 1 | 0 |
| Work fast | 0 | 1 | 0 |
| Programming | 0 | 1 | 0 |
| Using tools | 0 | 1 | 0 |
| Total | 2 | 19 | 5 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (16) How satisfied are you now with the information provided by your counselor about your disability and the opportunities for improving your situation? | 130 | 83.9 |
| 1. Very satisfied. | 67 | 51.5 |
| 2. Somewhat satisfied. | 24 | 18.5 |
| 3. Somewhat dissatisfied. | 10 | 7.7 |
| 4. Very dissatisfied. | 5 | 3.8 |
| 5. No opinion. | 24 | 18.5 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (17) How satisfied are you now with your counselor's willingness to listen to your ideas and suggestions when developing your Rehabilitation Plan and Job Goal? | 120 | 77.4 |
| 1. Very satisfied. | 65 | 54.2 |
| 2. Somewhat satisfied. | 17 | 14.2 |
| 3. Somewhat dissatisfied. | 6 | 5.0 |
| 4. Very dissatisfied. | 4 | 3.3 |
| 5. No opinion. | 28 | 23.3 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (18) How satisfied are you now with your counselor's promptness in providing services to you? | 125 | 80.6 |
| 1. Very satisfied. | 80 | 64.0 |
| 2. Somewhat satisfied. | 18 | 14.4 |
| 3. Somewhat dissatisfied. | 6 | 4.8 |
| 4. Very dissatisfied. | 8 | 6.4 |
| 5. No opinion. | 13 | 10.4 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (19) Did your counselor arrange for you to have Physical Restoration services? | 137 | 88.4 |
| 2. No. | 46 | 33.6 |
| 9. I don't remember. | 5 | 3.6 |
| 1. Yes. | 87 | 63.5 |
| A. If yes, how satisfied are you with the services? | 84 | 96.6 |
| 1. Very satisfied. | 65 | 77.4 |
| 2. Somewhat satisfied. | 11 | 13.1 |
| 3. Somewhat dissatisfied. | 4 | 4.8 |
| 4. Very dissatisfied. | 2 | 2.4 |
| 5. No opinion. | 2 | 2.4 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (20) Did your counselor arrange for you to have job training? | 130 | 83.9 |
| 2. No. | 103 | 79.2 |
| 9. I don't remember. | 8 | 6.2 |
| 1. Yes. | 19 | 14.6 |
| A. If yes, how satisfied are you with the kind of training you received? | 19 | 100.0 |
| 1. Very satisfied. | 10 | 52.6 |
| 2. Somewhat satisfied. | 5 | 26.3 |
| 3. Somewhat dissatisfied. | 1 | 5.3 |
| 4. Very dissatisfied. | 0 | 0.0 |
| 5. No opinion. | 3 | 15.8 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (21) Did your counselor help you look for a job? | 125 | 80.6 |
| 2. No. | 95 | 76.0 |
| 9. I don't remember | 5 | 4.0 |
| 1. Yes. | 25 | 20.0 |
| A. If yes, how satisfied are you with this help? | 23 | 92.0 |
| 1. Very satisfied. | 12 | 52.2 |
| 2. Somewhat satisfied. | 7 | 30.4 |
| 3. Somewhat dissatisfied. | 2 | 8.7 |
| 4. Very dissatisfied. | 1 | 4.3 |
| 5. No opinion. | 1 | 4.3 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (22) How useful were the services or training you received from the rehabilitation program in helping you to get your present situation? | 120 | 77.4 |
| 1. Services or training were of great use. | 30 | 25.0 |
| 2. Services or training were of some use. | 26 | 21.7 |
| 3. Services or training were of no use. | 15 | 12.5 |
| 4. No opinion. | 10 | 8.3 |
| 8. I recieved no services or training. | 39 | 32.5 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (23) How useful were the services or training you received from the rehab program in helping you perform in your present situation? | 115 | 74.2 |
| 1. The services or training were of great use. | 28 | 24.3 |
| 2. The services or training were of some use. | 32 | 27.8 |
| 3. The services or training were of no use. | 11 | 9.6 |
| 4. No opinion. | 11 | 9.6 |
| 8. I received no services or training. | 33 | 28.7 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (24) How satisfied are you with your overall experience with the rehabilitation program? | 135 | 87.1 |
| 1. Very satisfied. | 79 | 58.5 |
| 2. Somewhat satisfied. | 23 | 17.0 |
| 3. Somewhat dissatisfied. | 9 | 6.7 |
| 4. Very dissatisfied. | 11 | 8.1 |
| 5. No opinion. | 13 | 9.6 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (25) Would you recommend your Vocational Rehabilitation Agency to a disabled friend? | 139 | 89.7 |
| 1. Yes. | 110 | 79.1 |
| 2. No. | 12 | 8.6 |
| 3. No opinion. | 17 | 12.2 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (26) Who answered the Questionnaire? | 142 | 91.6 |
| 1. Client. | 112 | 78.9 |
| 2. Client with help of another person. | 22 | 15.5 |
| 3. Another person. | 8 | 5.6 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (27) Do you have any comments? | 155 | 100.0 |
| 1. Yes. | 81 | 52.3 |
| 2. No. | 74 | 47.7 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (28) How long did it take you to fill out this Questionnaire? | 15.8 | 0.0 |

| | TOTAL | PERCENT OF TOTAL |
|---|---|---|
| (29) Do you wish to be contacted? | 155 | 100.0 |
| 1. Yes. | 52 | 33.5 |
| 2. No. | 103 | 66.5 |

# ANALYSIS OF THE FIELD TEST OF THE FACILITIES INFORMATION SYSTEM

PURPOSE - The overall purpose of this project was to develop a Facilities Information System (F.I.S.) that would be designed to meet the information needs of Facilities, State Agencies, and the Federal Government.

OBJECTIVES - The objectives of the field test are:

1. Evaluate and refine the F.I.S.
2. Ensure that a nationally implemented Management Information System is of value to each user.
3. Recommend any refinements and/or revisions to the F.I.S.
4. Recommend whether the system should be implemented nationally.

Our field testing has identified certain areas of concern for consideration. These are listed below in categories.

SELECTION - Selection of participating facilities should be mutual. The State Agency and the State Facility Association should decide who they want to participate. However, the State Agency should have the final decision.

CONTACT - The method of contacting the facilities is very important. In Pennsylvania, The Pennsylvania Association of Rehabilitation Facilities (PARF) contacted their member facilities. The Bureau contacted the non-PARF members.

TRAINING - The training for the participants was conducted in two sessions. The first session was held in Harrisburg in May 1980. The second session was held in Pittsburgh in June 1980. The sessions were well planned and presented.

However, there was some resistance on the part of the facilities. This may have been because:

1. It was not made clear from whom they were to receive Technical Assistance.
2. There was too much material presented in too short a time.

It may have been better received if individual sessions had been conducted. We realize that this method would not have been economically feasible.

FIELD TEST - The field test started July 1, 1980. However, since OMB approval of the forms was not received, Pennsylvania/Model Evaluation Unit (PA/MEU) decided not to participate in the field test.

PARF decided to collect the data for Pennsylvania. After data collection was completed, PA/MEU was to receive the data for analysis. However, we have not received the data in time for it to be included in this report.

It is our understanding that PARF was having trouble obtaining the data. We were informed that we would receive aggragate data instead of the actual forms.

CONCERNS - Since PA/MEU decided not to conduct the field test, PARF selected additional facilities to participate. These additional facilities were selected because there were not enough participants. They were selected with our knowledge but without our consent.

There was some concern about the 90-day follow-up by the Medical Facilities. This concern was based on the fact that once a client leaves the medical facility, the facility does not maintain contact.

There was also concern about the validity of the data collected. The smaller facilities probably do not keep the type of information being asked for. This may be because:

1. The VR client population is small compared to total population.
2. Staff requirements are not sufficient to allow for the collection of the data.
3. The overall objective should have been crystalized with a perspective for meaningful utilization for translation to the states.

RECOMMENDATIONS - If it is implemented, it should be revised to include the above-listed concerns. It is felt that with the data collected from the field testing, an analysis could be made that would result in appropriate modifications for a meaningful information system for the states.

## TASK VI. DEVELOPMENT OF NEW EVALUATION CAPACITY

### INCREASED CAPACITY OF PRESENT EVALUATION PROGRAMS

| PRESENT PROGRAM | PLANS FOR INCREASED CAPACITY |
|---|---|
| Case Review Studies | 1. Conduct further reliability studies |
| | 2. Refine Guidelines for Review Statuses |
| | 3. Refinement of Case Review Sheets |
| | 4. Refinement of the Dissemination and Utilization Process |
| | 5. Establish Additional Studies |
| | 6. Increase Base-Line Data |
| | 7. Annual Plan for Case Reviews |
| Profile Analysis Technique (PAT) | 1. Refine and Increase Output Variables |
| | 2. Addition of Input and Process Variables |
| | 3. Addition of Predictor Variables |
| | 4. Consultation on Statistical Aspects of Profiles |
| | 5. Expand Staff Training in Profile Utilization |
| Management Information System | 1. Refine and Update Information Available to Management |
| | 2. Develop Procedures for Information Requests |
| Evaluation Section Organization | 1. Refinement to Achieve a New Model |
| | 2. Define Evaluation Section Goals and Objectives |
| | 3. Show Functional Interrelationships with CO, RO, and DO Staff |
| Follow-up Studies | 1. Standardization and Cross-Validation |
| | 2. Cross Tabulation |
| | 3. Format Data for Dissemination |
| | 4. Revision of Follow-up Survey Form |

APPENDIX 14

## TASK VI. DEVELOPMENT OF NEW EVALUATION CAPACITY

### NEW PROGRAMS

| NEW PROGRAM | WORK STATEMENT |
|---|---|
| Case Review Process | 1. Correlation of Delivery of Service to Rehabilitation Success<br>2. Analysis of Process Indicators<br>3. Utilization of Annual Plan for Case Reviews<br>4. Respond to Requests from State Board, Director and Other Central Office Staff for Specific Case Reviews |
| Similar Benefits | 1. Identification of "Similar Benefits" for data gathering purposes<br>2. Analysis of Use of Similar Benefits<br>3. Computerization<br>4. Dissemination of Formatted Data on Similar Benefits Usage |
| Client Satisfaction Studies | 1. Relationship Between Client Services and Client Satisfaction<br>2. Relationship Between Client Life Satisfaction Index and Client Satisfaction with Rehabilitation Services<br>3. Validation of Questionnaire Data |
| Facilities Data Base | 1. Establish Format for Interpretation of Data Base |
| New Methods | |
| Technical Assistance Center | Develop and Initiated effective needs assessment and dissemination of material |
| Evaluation Component for Client Assistance Project | Initiate and Implement Collection, Analysis, and Dissemination of Data to Determine Achievement of Goals and Objectives of Program |
| Program Evaluation Section Goals and Objectives | Define Goals, Objects and Functional Interrelationships of Evaluation Section |
| Evaluating the Severely Disabled Client Population | Analysis of Categories of Severely Disabled for Dissemination |

## PROGRAM EVALUATION SECTION LIBRARY

The Program Evaluation Section Library was established as the result of our receiving this federal contract which mandated that a library dealing with program evaluation be developed.

In the beginning all that was envisioned by Pennsylvania's Model Evaluation Unit was a small library dealing solely with evaluation subject matter. However, as the work progressed it became apparent that there was a need for a more extensive library which would serve the entire Bureau and the library that was established, while known as the Program Evaluation Section Library, is, in fact, a BVR library. As a result, the Program Evaluation Section Library has approximately 2,100 holdings covering many areas of vocational rehabilitation, including new rehabilitation trends, current legislation, specific disabilities, assistive devices, etc. This library is housed in the Central Office of the Pennsylvania BVR and serves BVR's 15 district offices, 4 regional offices, the Hiram G. Andrews Center (a 500 client rehabilitation center operated by BVR) and 3 Disability Determination Offices.

The creation and development of the Library required careful planning and much research on the part of the Program Evaluation Section staff. The following is the methodology used to establish the Program Evaluation Section Library.

Since this was a totally new undertaking in an unknown area, there was an obvious need for expert advice and assistance. This was sought from many and varied sources. One of the more evident needs was for the expertise of professionals in established library systems. The Pennsylvania State Library, located in Harrisburg, was solicited for technical assistance on the establishment, maintenance and continuing development of a library. In addition, its staff provided information on the various activities and resources within the State Library which would enable us to supply the BVR field offices with pertinent material to meet their needs. For example, they provided us with a list of all periodicals received by the Pennsylvania State Library and placed us on their mailing list to receive notification of all new acquisitions. In addition, the Evaluation Section Library has been listed in the Pennsylvania State Library's publication "Directory of Libraries serving the Government of the Commonwealth of Pennsylvania." This directory shows the number and types of information resources available to the various agencies, departments, commissions, and boards of the Commonwealth of Pennsylvania.

We had another very important resource in the library which is located at the Hiram G. Andrews Center in Johnstown, PA. The Center Library has a section of materials available for use by Center clients and a separate section of reference materials for staff use. In addition, it is in the process of establishing a medical library for use of the Center staff. A two-day visit to the Center produced valuable information as to cataloguing procedures, suggestions about periodicals and books to be acquired, publishers, and other types of resources.

We also contacted and received valuable assistance from many sources outside Pennsylvania. Massachusetts, Minnesota, Ohio, Oregon and Virginia all have state vocational rehabilitation agency libraries, the staffs of which shared their expertise with us. Two members visited the National Rehabilitation Information Center (NARIC) in Washington, D.C., to obtain its assistance in dissemination, utilization and library science techniques and to discuss the purpose of NARIC and how it serves rehabilitation professionals. Personal visits were also made to the President's Committee on Employment of the Handicapped, the Office of Handicapped Individuals, the Office of Civil Rights, and Project SHARE, all of which provided various types of information and assistance. Two persons attended the first meeting of the Rehabilitation Information Round Table in Washington, D.C., an organization designed to promote the sharing and dissemination of rehabilitation information, and working relationships were established with ICD in New York and the Oklahoma State University Clearinghouse in Stillwater, OK. These agencies assist our library in locating material on subjects being researched.

Another phase of the groundwork was contact with publishers, numerous rehabilitation-related organizations and other sources that have available VR and Program Evaluation materials which could be acquired for inclusion in the library.

The actual creation of the library required many decisions in three principal areas--physical needs, acquisition of materials, and operations. Foremost among the physical needs was housing--a suitable location where people would feel free to visit and browse was selected. Then it was necessary to order bookcases, book covers, magazine racks, a filing cabinet, and other needed equipment.

An important consideration was the selection of a cataloguing system. Various cataloguing systems were reserached, numerous thesauruses obtained, and the development of our own system considered. In the end, it was decided to adopt the classification designed in 1961 by the Oregon Division of Vocational Rehabilitation. This decision was based primarily on the fact that it was a proven system which had been adopted with success by various agencies which house rehabilitation literature. Providing detail and at the same time allowing for flexibility to meet individual needs, it has proven to be a very usable system in our library. Its classification system identifies nine major subject areas and these are subdivided to allow for the classification of publications which deal with various aspects of these major subjects. The major subject areas and numbers assigned are:

100 series--Rehabilitation; 200 series--Disabled and Handicapped Groups; 300 series--Impairments; 400 series--Rehabilitation, Cooperation and Integration; 500 series--Rehabilitation, Financing; 600 series--Social Problems; 700 series--Government; 800 series--Administration; and 900 series--Reference Works not Related to the Above Subjects.

When a publication is received for inclusion in the library, it is first classified and cataloged. For books, pamphlets, and miscellaneous material, two 3" by 5" cards are prepared: one by title and one by author. The material is then placed on the shelves or in the vertical file, which is a file cabinet containing magazine articles, pamphlets, and other material which it is not practical to store on bookshelves. Material so housed is identified in the card catalogue with a "VF" under the classification number.

A separate card file was established for periodicals, of which we are presently receiving approximately 75 (see attachment). In order to maintain an accurate up-to-date record of each periodical received, a card is prepared for each periodical. As each new issue is recieved, it is recorded on the card and circulated among the Program Evaluation Section staff. Upon completion of circulation, the periodical is returned to the library where it is placed in a holder with other issues of the same periodical. All periodicals are located together in a section of the library which is easily accessible to anyone wishing to use them.

Since the main purpose of the Program Evaluation Section Library is to provide pertinent information to all Bureau of Vocational Rehabilitation personnel, a method for dissemination of material needed to be established. The tool selected to assist in the dissemination of material was the "Rehab Brief", a biweekly publication prepared by the Rehabilitation Research Institute of the University of Florida, located in Gainesville. Since all field personnel receive this publication, it was decided to include an insert with each "Rehab Brief" making its readers aware of Program Evaluation Section Library acquisitions. Each issue of the "Rehab Brief" deals with a specific subject of interest to rehabilitation personnel. Therefore, the basic format for the insert is a short one-paragraph synopsis of material which is available on this subject [illegible] the Program Evaluation Section Library. The remainder of the two page insert is used to offer to the field other articles on various subjects, free material they can order from clearinghouses and other agencies, and any other information we feel would be beneficial.

Since the main thrust of the insert is to obtain user involvement and then dissemination of material down to the counselor level, all personnel receiving this insert may call the Program Evaluation Section Library directly for information. This is an important facet of the Program Evaluation Section Library since it is a direct linkage with every level of BVR personnel. In addition, another important aspect of user involvement is obtaining feedback directly from the field. Field staff are encouraged to contact the Library with suggestions for improvement, recommendations for acquisitions they feel would be beneficial for inclusion in the Program Evaluation Section Library and any other areas they feel would assist us.

Technical assistance is an additional service which the Program Evaluation Section Library provides to persons requesting specific information. Thus far technical assistance has been provided on a wide range of subjects, a few of which are clothing adaptations for specific disabilities, specialized eating equipment, information on specific disabilities, and accessibility design and functional limitation. To thoroughly research a request, all publications pertinent to this subject which are part of the Program Evaluation Section Library are reviewed for possible inclusion. In addition, if we do not have sufficient information, the request is researched through the Pennsylvania State Library, NARIC, Research and Training Centers, RRRIs, and any other source we have knowledge of where this material might be available.

A loan service has been generated which makes available to the field various publications which can be loaned for a two-week period. Each issue of the "Rehab Brief Insert" lists new books available through the loan service. Since it is not unusual for more than one person to request each publication, a waiting list has been established and books are loaned on a first-come basis. Accompanying each book is a memorandum stating this publication is being furnished on a loan basis and the due date for it to be returned.

The following is a six-month breakdown of information requested from January 1979 through June 1981:

| | # of Articles of Books Distributed | # of Individual Requests | Average # of Articles or Books Distributed per Request |
|---|---|---|---|
| Jan 79-June 79 | 32 | 16 | 2.00 |
| July 79-Dec 79 | 110 | 26 | 4.23 |
| Jan 80-June 80 | 447 | 72 | 6.20 |
| July 80-Dec 80 | 343 | 73 | 4.69 |
| Jan 81-June 81 | 678 | 80 | 8.42 |
| | 1,610 | 267 | 6.02 |

The useage of the Library has increased dramatically during the past year since it has become more widely accepted as a source of current information by our staff. We have found that the most widely requested information is that which deals with various aspects of placement and specific disabilities, such as mental illness, alcoholism, cancer, heart disease, etc.

The Program Evaluation Section Library has proven to be a useful source of information for our staff and a means by which they can easily obtain the most current material in the field of rehabilitation.

# LISTING OF PERIODICALS

"Accent on Living"
"Administrative Management"
"Aging"
"Aids and Appliances Review"
"Alcohol Health and Research World"
"Alssoan"
"American Demographics"
"The American Journal of Occupational Therapy"
"American Journal of Public Health"
"American Rehabilitation"
"Amicus"
"Awareness"
"Behavioral and Social Sciences Librarian"
"Breakthrough"
"Can Do - Will Do"
"Caption"
"The Challenge"
"Disabled USA"
"Evaluation and Program Planning"
"Evaluation News"
"Evaluation Quarterly"
"Federal Contracts Opportunities"
"Federal Grants Opportunities"
"FEP Guidelines"
"Findings"
"The Grantsmanship Center News"
"Guidepost"
"Handicapped Americans Reports"
"Health and Fitness Newsletter"
"Inc."
"Independence News"
"Information Management"
"The Information Report"
"Informer"
"Innovations"
"Innovator"
"Inside Dope"
"ISR Newsletter"
"Journal of Leisurability"
"Journal of Rehabilitation Administration"
"Journal of Applied Rehabilitation Counseling"
"Journal of Rehabilitation"
"Knowledge"
"Lab Notes - Research Utilization Laboratory"
"Mainstream"
"Management World"
"Manpower Comments"
"Medical Self-Care"
"Mental Health Reports"
"The New England Journal of Medicine"
"New World for the Physically Handicapped"
"NIAAA Information and Feature Service"
"Occupational Outlook Quarterly"
"Ohio Libraries Reach Out"

"The Older Americans Report"
"On Your Own"
"The Personnel and Guidance Journal"
"Pathfinder"
"Personnel Journal"
"The Pipeline"
"Prevention"
"Professional Report of the NRCA"
"Sharing"
"Psychology Today"
"Rehabilitation Counseling Bulletin"
" Rehabfilm Newsletter"
"Rehabilitation Digest"
"Rehab Indicators Update"
"Rehabilitation World"
"Research"
"The Resource"
"Schizophrenia Bulletin"
"Social Security Bulletin"
"Spotlight on Aging"
"Statistical Reporter"
"Stout VR Institute"
"Training and Development Journal"
"UC People, etc."
"U.S. Journal of Drug and Alcohol Dependence"
"Word from Washington"

TRAINING BULLETIN
(See Don for Details)

February 10, 1981

| Training | Location | Tuition | Dates |
|---|---|---|---|
| MBO | Ann Arbor, Mich. | $525.00 | 3/23-23, 6/15-17, 8/10-12 |
| Conference on Knowledge Use | Pittsburgh, PA | 100.00 | 3/18-20 |
| Preparing & Presenting Oral Reports | Middletown, PA | 130.00 | 3/4 & 11 |
| Evaluating Health Programs | New York City | 335.00 | 4/2-3 |
| Evaluating Trng. Programs | Williamsburg | 286.00 | 3/4,5,6 |
| Applied Statistics for Decision Making | Hampton, VA | 240.00 | 3/26-27 |
| Effective Written Presentations | Hampton, VA | 240.00 | 4/8,9 |
| Program Eval. & Review | Albany, N.Y. | 375.00 | 5/5,6,7,8 |
| Program Budgeting | Ann Arbor, Mich. | 525.00 | 4/6,7,8,9<br>6/8,9,10,11 |
| Getting Results from Surveys & Questionnaires | Anaheim, Calif. | 60.00 Each | 5/13,14,15,16 |
| B. How to effectively use formative & summative feedback | " | ↓ | " |
| C. Making the most of printed material | " | ↓ | " |
| D. Selecting & using the right task and needs analyses | " | ↓ | " |
| E. Measuring & Evaluating Training | " | ↓ | " |
| F. Needs Analysis: Process and Methods | " | ↓ | " |
| G. Writing for the Ear & Eye | " | ↓ | " |
| H. An Overview of Evaluation | " | ↓ | " |

Penn State can bring group training to us in: 1. Statistics for Managers; 2. How to make effective Business & Technical Presentations, and 3. Management by Objectives.

Costs would be between $1,000 & $2,000 for a group seminar here.

Perhaps as the Fiscal Year progresses and we will have extra money, we could go all out for training.

APPENDIX 18

# EVALUATION COMPONENT
# CLIENT ASSISTANCE PROJECT

## VII. PROGRAM EVALUATION

Program Evaluation is a systematic set of data collection and analysis activities undertaken to determine the value of a program to aid management, program planning, staff training, public accountability and promotion. Evaluation activities make reasonable judgements possible about the efforts, effectiveness, adequacy, efficiency and comparative value of program options.

This program evaluation will involve the measuring of program objectives, development of a management information system to collect information and a dissemination and utilization plan.

The mission of the Client Assistance Project is to assist clients in receiving all of the services they are entitled or is feasible with available dollars, see that they understand their rehabilitation process as it relates to them and they are satisfied with the services provided.

1. Program Objective - Within the first grant year assist 150 client/applicants to receive services they are entitled to receive by entering the CAP process. They will enter the CAP Process from the following levels of client statuses:

   (1) Those placed in applicant status (02)
   (2) Two closure categories of cases closed 08 from Status 02
   (3) Clients who expressed unresolved concerns in the annual client surveys conducted by the Program Evaluation Section
   (4) Those clients referred to CAP by external agencies or community groups or BVR/OVH.

   Program Objective Measurement

   A. Outcome Measurements - Number of referrals to CAP, categories of assistance to clients
   B. Process Measurements - Is referral method generating desired objectives?
   C. Timing - Periodic evaluation on a quarterly and yearly basis (see attachments)
   D. Management Information System - Forms for collecting data (see attachments) reviews of data collected and consultation with CAP and BVR/OVH staff
   E. Utilization - This impact will be measured by the degree to which the information is used. The following guides for dissemination will be used:
      (1) Awareness - information disseminated to the audiences and information users
      (2) Understanding - information should be clear and concise with opportunities to request clarification
      (3) Acceptance - valid and reliable information, worthy of action and,
      (4) Internalization - timely information relevant to the needs of the users

2. Program Objective - Assist clients in understanding their rehabilitation program and determine if they are satisfied with the services provided.

   Program Objective Measurement

   A. Outcome Measurements - Number of clients satisfied
   B. Process Meaurements - Reasons for satisfaction or lack of it, comparisons of BVR counselor and CAP client satisfaction, uniformity of individual satisfaction and reasons for lact of it.
   C. Timing - Periodic evaluation on a quarterly and yearly basis (see attachment)

D. Management Information System - Forms for collecting data (see attachment), reviews of collected data and consultations with CAP-BVR/OVH staff

E. Utilization - This impact will be measured by the degree to which the information is used. The following guides for dissemination will be used:
   - (1) Awareness - information disseminated to the audiences and information users
   - (2) Understanding - information should be clear and concise with opportunities to request clarification
   - (3) Acceptance - valid and relaible information, worthy of action and,
   - (4) Internalization - timely information relevant to the needs of the users

3. Program Objective - Resolve difficulties which clients maybe having with the VR system as quickly and amicably as possible.

Program Objective Measurement

A. Outcome Measurements - number and speed of positive resolutions

B. Process Measurement - degree of client satisfaction with resolution of difficulties

C. Timing - Quarterly compilations and a yearly review

D. Management Information System - Forms for collecting data (see attachment), reviews of collected data and consultations with CAP-BVR/OVH staff

E. Utilization - this impact will be measured by the degree to which the information is used. The following guides for dissemination will be used:
   - (1) Awareness - information disseminated to the audiences and information users
   - (2) Understanding - information should be clear and concise with opportunities to request clarification
   - (3) Acceptance - valid and reliable information, worthy of action and,
   - (4) Internalization - timely information relevant to the needs of the users

4. Program Objective - Recommend modification/clarification, if needed, of BVR/OVH Policies and Procedures as related to the client service delivery system.

Program Objective Measurement

A. Outcome Measurements - Annual review to be disseminated

B. Timinig - Quarterly compilations and a yearly review

C. Management Information System - Review of all data collected and consultation completed

D. Utilization - Completion of a follow-up to determine if recommendations in annual review are implemented, considered or modified

The Program Evaluation Section will work closely with the Clinet Assistance Project (CAP) in order to sense changing needs for evaluation. As the CAP progresses it is anticipated that additional process and outcome measures will be developed and utilized particularly in the second year.

# CAP PROGRAM EVALUATION FORMS/CHARTS

Preliminary forms have been developed to assist in the implementation and conduct of the Client Assistance Project. Three areas are of the most concern at this time to the Program Evaluation Component:

1. Application
2. Counselor Evaluation Form
3. Client Evaluation Form

It is anticipated that other modes will be developed to facilitate the program evaluation process of the Client Assistance Project.

Form 1 - Application - This is the Client Assistance worker's intake tool and is used at CAP closure.

Form 2 - Counselor Evaluation - The BVR counselor will complete this form and return to BVR Central Office when a CAP case he/she is involved in, is closed.

Form 3 - Client Evaluation - The CAP client will complete this form after CAP closure and return form to BVR Central Office.

Form 4 - Flow Chart at Referral - Client CAP application form flow chart.

Form 5 - Flow Chart at Closure - Client CAP application form flow chart.

Refinements to these forms are anticipated prior to project operation start-up. Several tables and lists referred to on each Form are now being developed.

CLIENT ASSISTANCE PROJECT
CLIENT EVALUATION FORM

NUMBER________________

In order to assess the help you recently received from the Client Assistance Project, we would like you to answer the following questions. The information you provide will be completely confidential and will only be used for research. Please answer the questions and return the form in the enclosed Postage Paid Envelope.

1. How satisfied are you with the help provided by the Client Assistance Project?

_____a. Very Satisfied
_____b. Satisfied
_____c. Dissatisfied
_____d. Very Dissatisfied

2. How satisfied are you with the length of the time it took the Client Assistance Project to help you?

_____a. Very Satisfied
_____b. Satisfied
_____c. Dissatisfied
_____d. Very Dissatisfied

3. Do you feel more comfortable with vocational rehabilitation as a result of the help from the Client Assistance Project?

YES ( ) NO ( )

4. Do you feel your problem would have been solved without the help of the Client Assistance Project?

YES ( ) NO ( )

5. Are you in need of further help from the Client Assistance Project?

YES ( ) NO ( )

6. Additional Comments:____________________________________________

____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________

CLIENT NAME______________________________ NUMBER_______________

## COUNSELOR'S EVALUATION OF
## CLIENT ASSISTANCE PROJECT

The above named client has been in contact the Client Assistance Project. The following questions are being asked to help in the evaluation of the Client Assistance Project. Please help us by answering the questions and returning the form in the enclosed Postage Paid Envelope. If you have any questions concerning the completion and/or use of this form, feel free to telephone Harry W. Guise, Administrator, Program Evaluation Section at 8-447-7312.

1. Could this client's problem or concern have been satisfactorily taken care of by you without the help of the Client Assistance Project?

   YES_____ NO_____

2. How do you feel the Client Assistance Project affected the rehabilitation process of this client?

   HELPED_____ HINDERED_____

3. What affect did the Client Assistance Project services have on the client/VR counselor relationship?

   _____a. Greatly improved client/VR counselor relationship.
   _____b. Improved client/VR counselor relationship.
   _____c. Had little or no affect on client/VR counselor relationship.
   _____d. Hampered client/VR counselor relationship.
   _____e. Greatly hampered client/VR counselor relationship.

4. How satisfied do you feel with the outcome which resulted from the Client Assistance Project's activities?

   _____a. Very Satisfied _____c. Dissatisfied
   _____b. Satisfied _____d. Very Dissatisfied

5. Are you satisfied with your understanding of the purpose of the Client Assistance Project?

   _____a. Very Satisfied _____c. Dissatisfied
   _____b. Satisfied _____d. Very Dissatisfied

6. Are you satisfied with the Client Assistance Counselor's willingness to listen to your ideas and suggestions when discussing this client?

   _____a. Very Satisfied _____c. Dissatisfied
   _____b. Satisfied _____d. Very Dissatisfied

7. Additional Comments:____________________________________________

273

PENNSYLVANIA CLIENT ASSISTANCE PROJECT
APPLICATION FORM
PART I

NAME ____________________ SOCIAL SECURITY NO. ____________________

STREET ADDRESS ____________________ DATE OF APPLICATION ____________________
Month/Year

CITY ____________________ STATE ________ COUNSELOR ____________________
Name/Number

PHONE ____________________ ZIP CODE ________ OFFICE-PHILA. ROSEMONT OVH (CIRCLE ONE)

STATUS: OPEN ____________ CLOSED ____________ SEVERELY DISABLED ________ (1) = YES, (2) = NO

REFERRAL SOURCE:
1 ____ CLIENT 2 ____ BVR AGENCY 3 ____ OVH AGENCY 4 ____ OTHER CAP CLIENT
5 ____ OTHER - SPECIFY ____________________

SOCIAL AND DEMOGRAPHIC INFORMATION:
DATE OF BIRTH ____________ (MM/YY) AGE ____ SEX ____ (1 = MALE, 2 = FEMALE)
RACE ____ (1=WHITE, 2=BLACK, 3=OTHER - SPECIFY ________) EDUCATION ______ (YEARS COMPLETED)

DISABILITIES AS REPORTED BY APPLICANT ____________________ (SEE 3-DIGIT CODE LISTING)

DISABILITIES AS REPORTED BY COUNSELOR ____________________ (SEE 3-DIGIT CODE LISTING)

APPLICANT'S DESCRIPTION OF PROBLEM/QUESTION: ____________________

INITIAL PLAN OF ASSISTANCE: ____________________

........................................PART II........................................

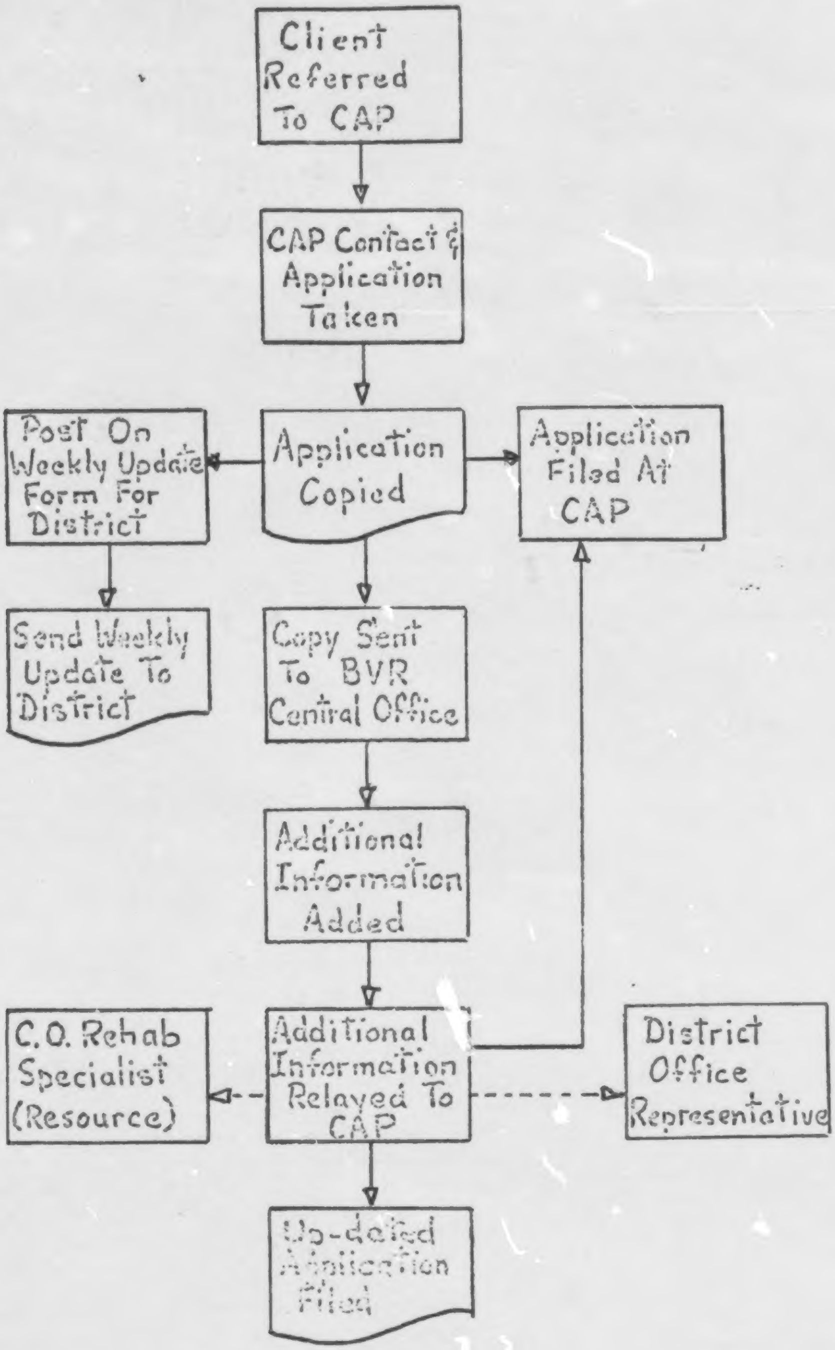
OUTCOME: ____________________

CLIENT WAS *SATISFIED* OR *DISSATISTIED* WITH OUTCOME (CIRCLE ONE)

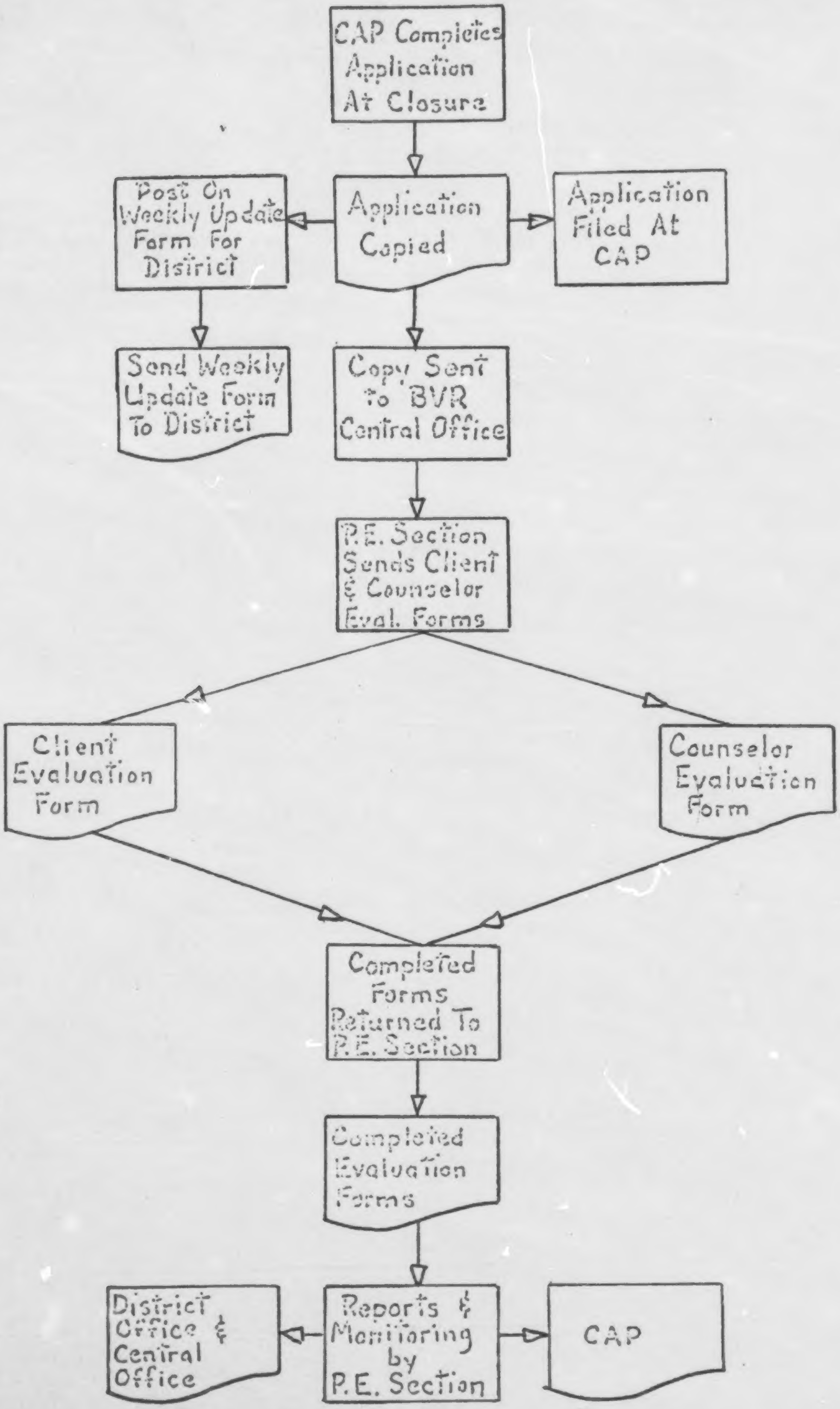
DATE OF OUTCOME ____________ (MM/YY)

ADDITIONAL COMMENTS: ____________________

# AT REFERRAL


Client Referred To CAP
CAP Contact & Application Taken
Post On Weekly Update Form For District
Application Copied
Application Filed At CAP
Send Weekly Update To District
Copy Sent To BVR Central Office
Additional Information Added
C.O. Rehab Specialist (Resource)
Additional Information Relayed To CAP
District Office Representative
Up-dated Application Filed

# AT CLOSURE


CAP Completes Application At Closure
Application Copied
Post On Weekly Update Form For District
Application Filed At CAP
Send Weekly Update Form To District
Copy Sent to BVR Central Office
P.E. Section Sends Client & Counselor Eval. Forms
Client Evaluation Form
Counselor Evaluation Form
Completed Forms Returned To P.E. Section
Completed Evaluation Forms
District Office & Central Office
Reports & Monitoring by P.E. Section
CAP

BVR - 380
3/77

APPENDIX 19

Commonwealth of Pennsylvania
Department of Labor and Industry
**BUREAU OF VOCATIONAL REHABILITATION**
Harrisburg, Pa. 17120

# FOLLOW-UP SURVEY OF VOCATIONAL REHABILITATION CLIENTS

**(CLOSED-REHABILITATED)**

According to our records your case was closed as being rehabilitated. This means that you were suitably employed and received services from the Bureau of Vocational Rehabilitation. In an effort to improve the services we provide, we would like to know your current situation. We would appreciate it if you would answer the few questions on this questionnaire and return it in the postage-paid self-addressed envelope as soon as possible. All information is confidential and is for research only. No employers will be contacted. This study is being conducted to try to improve services to handicapped people. Please help us by filling out this form.

**Phone where you can be reached:** ____________________

**New Address:** ____________________

____________________

**1. Are you employed, self-employed, or a homemaker at this time?**
(1) ☐ Yes If yes, please give type of work ____________________
(2) ☐ No **If no, please skip questions 2, 3, and 4.**

**2. Would you please indicate your current weekly earnings (before taxes)? $** ____________________

**3. Are you doing the same kind of work you were doing six months ago?**
(1) ☐ Yes
(2) ☐ No

**4. How satisfied are you with your present job?**
(1) ☐ Very satisfied
(2) ☐ Satisfied
(3) ☐ Neither satisfied nor dissatisfied
(4) ☐ Dissatisfied
(5) ☐ Very dissatisfied

**5. How many months have you been unemployed since you have been rehabilitated?**
(1) ☐ None
(2) ☐ Less than 1 month
(3) ☐ 1-3 months
(4) ☐ 4-6 months
(5) ☐ 7-12 months
(6) ☐ More than 12 months

**6. Do you need rehabilitation services?** (1) ☐ Yes (2) ☐ No

**7. What else could the Bureau of Vocational Rehabilitation Program have done that would have helped you in finding or keeping suitable employment?**

____________________

____________________

____________________

____________________

BVR - 381
3/77

Commonwealth of Pennsylvania
Department of Labor and Industry
**BUREAU OF VOCATIONAL REHABILITATION**
Harrisburg, Pa. 17120

# FOLLOW-UP SURVEY OF VOCATIONAL REHABILITATION CLIENTS

**(CLOSED-REHABILITATED & NOT REHABILITATED)**

Our records indicate that you were referred to and may have received services from the Bureau of Vocational Rehabilitation. In an effort to improve the services we provide, we would like to know your current situation. We would appreciate it if you would answer the few questions on this questionnaire and return it in the postage-paid self-addressed envelope as soon as possible. All information is confidential and is for research use only. No employers will be contacted. This study is being conducted to try to improve services to handicapped people. Please help by filling out this form.

**Phone where you can be reached:** ____________________

**New Address:** ____________________

____________________

**1. Check the one sentence that best describes your employment status.**

(1) ☐ I am employed full-time for pay.
(2) ☐ I am employed part-time. I am seeking full-time employment.
(3) ☐ I am employed part-time. I am not seeking full-time employment.
(4) ☐ I am a homemaker.
(5) ☐ I am attending school.
(6) ☐ I am not employed. I am seeking employment.
(7) ☐ I am not employed. I am not seeking employment.
(8) ☐ None of the above.

**2. Beside each of the following statements check the line that best describes your feelings about the services you received from the Bureau of Vocational Rehabilitation.**

| | Satisfactory | Neither Satisfactory Nor Unsatisfactory | Unsatisfactory |
|---|---|---|---|
| (a) My counselor's willingness to listen to my ideas and suggestions in my case was ............. | (1) ☐ | (2) ☐ | (3) ☐ |
| (b) The information that my counselor provided in regard to understanding my disability was ..... | (1) ☐ | (2) ☐ | (3) ☐ |
| (c) The length of time between my application and the time I received services was ............. | (1) ☐ | (2) ☐ | (3) ☐ |
| (d) The promptness with which your VR services were provided was.......................... | (1) ☐ | (2) ☐ | (3) ☐ |
| (e) The results of medical services were ......... | (1) ☐ | (2) ☐ | (3) ☐ |
| (f) The benefits from training I received were..... | (1) ☐ | (2) ☐ | (3) ☐ |
| (g) The interest of the people I was sent to for services was ............................... | (1) ☐ | (2) ☐ | (3) ☐ |
| (h) Overall I feel the help I received was.......... | (1) ☐ | (2) ☐ | (3) ☐ |

**3. Please indicate which of the following services you received from the Bureau of Vocational Rehabilitation and which ones you found helpful to you.**

| | I received this service | This service was helpful |
|---|---|---|
| (a) Diagnostic and Evaluation (medical examination, psychological testing) | ☐ | ☐ |
| (b) Medical Services (hospitalization, surgery, or treatment) | ☐ | ☐ |
| (c) Artificial Appliances (e.g., arm, leg, brace, wheelchair, etc.) | ☐ | ☐ |
| (d) Vocational Training (e.g., college or trade school) | ☐ | ☐ |
| (e) Sheltered Workshop Training | ☐ | ☐ |
| (f) On-the-Job Training | ☐ | ☐ |
| (g) Tools and Equipment | ☐ | ☐ |
| (h) Help in obtaining a job | ☐ | ☐ |
| (i) Pennsylvania Rehabilitation Center Training | ☐ | ☐ |
| (j) Dental | ☐ | ☐ |
| (k) Glasses | ☐ | ☐ |
| (l) Hearing Aid | ☐ | ☐ |
| (m) Other ____________ (specify) | ☐ | ☐ |

**4. Do you feel you were placed in a job that was suitable to your ability?**

(1) ☐ Yes
(2) ☐ No
(3) ☐ Never employed after completion of vocational rehabilitation services.

**5. Who decided the type of work for you?**

(1) ☐ I decided
(2) ☐ My counselor decided my type of work.
(3) ☐ My counselor and I decided together.

**6. Please indicate below how helpful you feel your counselor was in finding you employment or helping you to continue your employment.**

(1) ☐ Very helpful
(2) ☐ Helpful
(3) ☐ Somewhat helpful
(4) ☐ Not helpful
(5) ☐ Never employed after completion of vocational rehabilitation services

**7. If you presently need vocational rehabilitation, which services below do you require?**

(1) ☐ Further Training
(2) ☐ A Job
(3) ☐ A Hearing Aid
(4) ☐ Glasses
(5) ☐ A new artificial appliance (e.g., leg, arm, brace, wheelchair, etc.)
(6) ☐ Dental Work
(7) ☐ Someone to talk to about training me and finding me a job.
(8) ☐ Other (specify) ____________________
(9) ☐ Don't need vocational rehabilitation services.

**8. Would you like a Bureau of Vocational Rehabilitation counselor to contact you regarding further services?**

(1) ☐ Yes (2) ☐ No

**9. Would you recommend VR services to a disabled friend?**

(1) ☐ Yes (2) ☐ No

**10. Thank you for your cooperation in this study. If you have any comments you would like to add, please include them below:** ____________________

____________________

____________________

____________________

APPENDIX 20

## Cross Tabulation and Validity Chart

I *Cross-tabulation of Question 2h from Standard 9 questionnaire with Question 9 from Standard 9 questionnaire (Validity)*

| | | *Question 9* | |
|---|---|---|---|
| | | *YES* | *NO* |
| *Question 2h* | *Satisfactory* | | |
| | *Neither Satisfactory nor Unsatisfactory* | | |
| | *Unsatisfactory* | | |

II *Cross-tabulation of Question 8 from Standard 9 questionnaire with Question 7 from Standard 9 questionnaire. Of those wanting further services, what type of further services do they want?*

| | | *Question 8* | |
|---|---|---|---|
| | | *YES* | *NO* |
| *Question 7* | *Further training* | | |
| | *A job* | | |
| | *A Hearing Aid* | | |
| | *Glasses* | | |
| | *A new artificial appliance* | | |
| | *Dental Work* | | |
| | *Someone to talk to about training me and finding me a job* | | |
| | *Other* | | |
| | *Don't need vocational rehabilitation services* | | |

*If any field position (448-456) has a numeric 1 then do the cross-tabulation*

III *Cross-tabulation of Question 3 from Standard 9 questionnaire with R-300 services provided fields. Do the services received by client reflect what is on the R-300?*

| | | *Matches R-300 (1,2,3,4,5)* | *No matches R-300 (0)* |
|---|---|---|---|
| *Question 3* | *Diagnostic and Evaluation* | | |
| | *Medical Services* | | |
| | *Artificial Appliances* | | |
| | *Vocational Training* | | |
| | *Sheltered Workshop Training* | | |
| | *On-the-Job Training* | | |
| | *Tools and Equipment* | | |
| | *Help in obtaining a job* | | |
| | *Pennsylvania Rehab Center Training* | | |
| | *Dental* | | |
| | *Glasses* | | |
| | *Hearing Aid* | | |
| | *Other* | | |

*The following conversion table should be used to capture information for the above chart.*

*Diagnostic and Evaluation (419 or 420) with field position 261*
*Medical Services (421 or 422) with field position 262*
*Artificial Appliances (423 or 424) with field position 262*
*Vocational Training (425 or 426) with field positions 263-266,268-269*
*Sheltered Workshop Training (427 or 428) with field position 263-269*
*On-the job Training (429 or 430) with field position 267*
*Tools and Equipment (431 or 432) with field position 271*

*Help in obtaining a job (433 or 434) with field position 271*
*Pennsylvania Rehab Center Training (435 or 436) with field positions 263-269*
*Dental (437 or 438) with field position 262*
*Glasses (439 or 440) with field position 262*
*Hearing Aid (441 or 442) with field position 262*
*Other (443 or 444) with field positions 261-271*

*NOTE: PA has expanded this service provided field to accept codes 4 and 5. Normally, RSA will only accept codes 0 thru 3.*

*IV Cross-tabulation of Question 6 from Standard 6 with Question 1 from Standard 6. Are the previous clients who need further services working, not working or homemakers?*

| | | Question 1 | | |
|---|---|---|---|---|
| | | Working | Not Working | Homemaker |
| Question 6 | Yes | | | |
| | No | | | |

*The following conversion table should be used to capture information for the above chart.*

*Yes (411) with field position (402) coded 2 or 3*
*Yes (411) with field position (401) coded 2*
*Yes (411) with field position (402) coded 1*
*No (411) with field position (402) coded 2 or 3*
*No (411) with field position (401) coded 2*
*No (411) with field position (402) coded 1*

*V Cross-tabulation of Question 8 from Standard 9 questionnaire with Question 1 from Standard 9 questionnaire.*

| | | Question 1 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Question 8 | 26 No | | | | | | | | |
| | 26 No | | | | | | | | |
| | 28 & 30 Yes | | | | | | | | |
| | 28 & 30 No | | | | | | | | |

*Question 8 is in field position 457 with YES coded 1 and NO coded 2.*
*Question 1 is in field position 410 with numeric codes of 1 thru 8.*

*VI Comparison of earnings at closure from the R-300 with Question 2 from Standard 6 questionnaire.*

| | | R-300 Closure | | Question 2 Follow-up | |
|---|---|---|---|---|---|
| | | Total Erns. | Average | Total Erns. | Average |
| R-300 | Work Status 1 earnings at closure | | | | |
| | Work Status 2 earnings at closure | | | | |
| | Work Status 3 earnings at closure | | | | |
| | Work Status 4 earnings at closure | | | | |
| | Work Status 5 earnings at closure | | | | |
| | Work Status 6 earnings at closure | | | | |

*Use field position 245 to select work status and field position 246-248 for weekly earnings at closure.*
*Question 2 from Standard 6 is in field position 403-407 and has 2 decimal positions.*

VII Cross-tabulation of Question 8 on Standard 9 questionnaire with Question 6 on Standard 9 questionnaire.

| | | Question 6 | | | | |
|---|---|---|---|---|---|---|
| | | Very Helpful | Helpful | Somewhat Helpful | Not Helpful | Never Employed after completion of VR services |
| Question 8 | 26 Yes | | | | | |
| | 26 No | | | | | |
| | 28&30 Yes | | | | | |
| | 28&30 No | | | | | |

Question 8 is in field position 457 with YES coded 1 and NO coded 2.
Question 6 is in field position 447 with numeric codes of 1 thru 5.

VIII Cross-tabulation of Question 2h from Standard 9 questionnaire with the services provided fields on the R-300.

| | | R-300 | | |
|---|---|---|---|---|
| | | Restoration | Training | Restoration and Training |
| Question 2h | Satisfactory | | | |
| | Neither Satisfactory Nor Unsatisfactory | | | |
| | Unsatisfactory | | | |

The following conversion table should be used to capture information for the above chart.

Overall satisfaction (418) with field position 262 restoration Services coded 1,2,3,4, or 5
Overall satisfaction (418) with field positions 263-269 Training services coded 1,2,3,4 or 5
Overall satisfaction (418) with field position 262 restoration Services coded 1,2,3,4, or 5 and one of the field positions 263-269 Training services coded 1,2,3,4, or 5

IX Cross-tabulation of Question 6 on Standard 9 questionnaire with Question 1 on Standard 9 questionnaire.

| | | Question 1 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Question 6 | Very helpful | | | | | | | | |
| | Helpful | | | | | | | | |
| | Somewhat helpful | | | | | | | | |
| | Not helpful | | | | | | | | |
| | Never employed after completion of VR services | | | | | | | | |

Question 6 is in field position 447 with numeric codes 1 thru 5.
Question 1 is in field position 410 with numeric codes 1 thru 8.

X Correlation analysis of the clients closed status 26 with a work status 1 or 3 who are working at follow-up against the following demographic factors: Age, Sex, Disability (five breakdowns), race, SSI/SSDI Control Code of 9, Education, Work Status at referral, public assistance type at closure primary source of support. Also, correlation analysis of the clients closed status 26 with a work status of 1 or 3 who are not working at follow-up against the above demographic factors.

XI Cross-tabulation of Closure date (MM/YY) on the R-300 with Question 5 on Standard 6 questionnaire (Validity).

| | | None | Less than 1 month | 1-3 Months | 4-6 Months | 7-12 Months | More than 12 months |
|---|---|---|---|---|---|---|---|
| | Closure date 10/78 | | | | | | |
| | Closure date 11/78 | | | | | | |
| | Closure date 12/78 | | | | | | |
| | Closure date 01/79 | | | | | | |
| | Closure date 02/79 | | | | | | |
| | Closure date 03/79 | | | | | | |
| R-300 | Closure date 04/79 | | | | | | |
| | Closure date 05/79 | | | | | | |
| | Closure date 06/79 | | | | | | |
| | Closure date 07/79 | | | | | | |
| | Closure date 08/79 | | | | | | |
| | Closure date 09/79 | | | | | | |

Closure date is in field positions 273-276.
Question 5 is in field position 410.

XII Cross-tabulation of Question 3h on Standard 9 questionnaire with Question 6 on Standard 9 questionnaire. (placement factor)

| | | Question 6 | | | | |
|---|---|---|---|---|---|---|
| | | Very Helpful | Helpful | Somewhat Helpful | Not Helpful | Never Employ. after comple. of VR serv. |
| Question 3h | 26 Help in obtaining a job | | | | | |
| | 28&30 Help in obtaining a job | | | | | |

Question 3h is in field positions 433 or 434 coded 1.
Question 6 is in field position 447 with numeric codes 1 thru 5.

XIII Cross-tabulation of Question 3h on Standard 9 questionnaire with Question 7(7) on Standard 9 questionnaire. (placement factor)

| | | Someone to talk to about training me and finding me a job |
|---|---|---|
| Question 3h | 26 Help in obtaining a job | |
| | 28&30 Help in obtaining a job | |

Question 3h is in field positions 433 or 434 coded 1.
Question 7(7) is in field position 454 coded 1.

XIV Development of a profile of Question 1 (6) on Standard 9 questionnaire with Question 1(7) on Standard 9 questionnaire.

Example: Not employed-seeking employment VS. Not employed-not seeking employment.

| | |
|---|---|
| Average age | 18-29, 30-39, 40-49, 50-64 |
| Sex | MALE FEMALE |
| Work status at referral | 1,2,3,4,5,6,7,8, or 9 |
| Disability | 3 digit codes (fine breakdown) |
| Types of services provided | D&E, P.R., TRNG, ETC. |
| SSDI/SSI/PA at closure type | Receiving |
| Referral source | All 2 digit codes |
| Race | 1,2,3,4 |

| | |
|---|---|
| Marital status | 1,2,3,4,5 |
| Education | 11 or less, 12, 13-16, 17 or more |
| Severely disabled | 400 higher (Sum of Fed) |

XV Cross-tabulation of Question 1(6) on Standard 9 questionnaire with Question 7(7) on Standard 9 questionnaire

| | | Question 7(7)<br>Someone to talk to about training me and finding me a job |
|---|---|---|
| Question 1(6) | 26 not employ/seeking employment | |
| | 28&30 not employ/seeking employment | |

Question 1(6) is in field position 410 coded 6.
Question 7(7) is in field position 454 coded 1.

XVI Cross-tabulation of client age on R-300 with Question 1 on Standard 9 questionnaire.

| | | Question 1 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Date Of Birth | 18-29 | | | | | | | | |
| | 30-39 | | | | | | | | |
| | 40-49 | | | | | | | | |
| | 50-59 | | | | | | | | |
| | 60-64 | | | | | | | | |
| | 65& over | | | | | | | | |

Birth Date is in field positions 79-82.
Question 1 is in field position 410 with numeric codes 1 thru 8.

XVII Correlation of the All Service Cost Total on the R-300 with breakdowns at hundred dollar intervals with Question 2h on Standard 9 questionnaire.

| | | Question 2(h) | | |
|---|---|---|---|---|
| | | Satisfactory | Neither Satisfactory Nor Unsatisfactory | Unsatisfactory |
| Cost | 0-100 | | | |
| | 100-199 | | | |
| | 200-299 | | | |
| | 300-399 | | | |
| | 400-499 | | | |
| | etc. | | | |

All Service Cost monies is in field position 176-178 packed.
Question 2h is in field position 410 coded 1, 2, or 3.

XVIII Correlation analysis of the All Service Cost Total on the R-300 with breakdowns at hundred dollar intervals with Question 4 on Standard 6 questionnaire.

| | | Very Satisfied | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|---|
| Cost | 0-100 | | | | | |
| | 100-199 | | | | | |
| | 200-299 | | | | | |
| | 300-399 | | | | | |
| | 400-499 | | | | | |
| | etc. | | | | | |

All Service Cost monies is in field position 176-178 packed.
Question 4 is in field position 409 coded 1 thru 5.

XIX Cross-tabulation of Question 2(f) on Standard 9 questionnaire with Question 3(d), 3(e), 3(f), and 3(i) on Standard 9 questionnaire (validity).

| | | Vocational Training | Sheltered Workshop Training | On-the-Job Training | PRC Training |
|---|---|---|---|---|---|
| Question 2(f) The benefits from training received | Satisfactory | | | | |
| | Neither Satisfactory nor Unsatisfactory | | | | |
| | Unsatisfactory | | | | |

Question 2(f) is in field position 416 coded 1-3.
Question 3(d) is in field positions 425 or 426 coded 1.
Question 3(e) is in field positions 427 or 428 coded 1.
Question 3(f) is in field positions 429 or 430 coded 1.
Question 3(i) is in field positions 435 or 436 coded 1.

XX Cross-tabulation of Question 2(b) on Standard 9 questionnaire with the Major Disabling Conditions on the R-300.

| | | R-300 Disability Codes | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 100 | 110 | 120 | 130 | 140 | 200 | 210 | 220 |
| Question 2(b) Information provided by counselor in helping client understand their disability | Satisfactory | | | | | | | | |
| | Neither Satisfactory nor Unsatisfactory | | | | | | | | |
| | Unsatisfactory | | | | | | | | |

Question 2(b) is in field position 412 coded 1-3.
Major Disabling Condition is in field positions 138-140.

XXI Cross-tabulation of Major Disability Codes 500, 510, 522 on the R-300 with Question 2(a) on Standard 9 questionnaire.

| | | Question 2(a) | | |
|---|---|---|---|---|
| | | Satisfactory | Neither Satisfactory Nor Unsatisfactory | Unsatisfactory |
| R-300 Disability | 500 | | | |
| | 510 | | | |
| | 522 | | | |

Major Disabling Condition is in field positions 138-140.
Question 2(a) is in field position 411 coded 1-3.

XXII Cross-tabulation of Question 2(g) on Standard 9 questionnaire with Question 3 on Standard 9 questionnaire.

| | | a | b | c | d | e | f | g | h | i | j | k | l | m |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Question 2(g) The interest of people the client was sent to for services | Satisfactory | | | | | | | | | | | | | |
| | Neither Satisfactory Nor Unsatisfactory | | | | | | | | | | | | | |
| | Unsatisfactory | | | | | | | | | | | | | |

Question 2(g) is in field position 417 coded 1-3.
Question 3 is in field positions 419-444 coded 1 as follows;

3(a) Diagnostic and Evaluation (419 or 420)
3(b) Medical Services (421 or 422)
3(c) Artificial Appliances (423 or 424)
3(d) Vocational Training (425 or 426)
3(e) Sheltered Workshop Training (427 or 428)
3(f) On-the-Job Training (429 or 430)
3(g) Tools and Equipment (431 or 432)
3(h) Help in obtaining a job (433 or 434)
3(i) Pennsylvania Rehab Center Training (435 or 436)
3(j) Dental (437 or 438)
3(k) Glasses (439 or 440)
3(l) Hearing Aid (441 or 442)
3(m) Other (443 or 444)

APPENDIX 21

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF LABOR AND INDUSTRY

BVR - 380
Rev. 2/81

**BUREAU OF VOCATIONAL REHABILITATION**
HARRISBURG, PA. 17120

# FOLLOW-UP SURVEY

*Phone where you can be reached:* ____________________

*New Address:* ____________________

____________________

*Our records indicate that you may have received services from the Bureau of Vocational Rehabilitation. In an effort to improve services we provide, we would like to know your current situation. We would appreciate your answering the questions on this questionnaire and returning it in the postage-paid envelope as soon as possible. All information is confidential and is for research use only. No employers will be contacted. This study is being conducted to improve services that the Bureau of Vocational Rehabilitation provides to citizens. Please help by completing this form.*

1. **Which of the following statements best describes your present situation?** *(Please check one box.)*
   - ☐ a. I earn a wage or salary at a regular job.
   - ☐ b. I earn a wage or salary in a sheltered workshop (for example, a place like a workshop for the blind or Goodwill Industries).
   - ☐ c. I am self-employed.
   - ☐ d. I earn a wage or salary in a state-managed Business Enterprise Program (that is, a state-run program intended specifically for disabled people).
   - ☐ e. I am a homemaker (that is a person whose primary work is taking care of the home).
   - ☐ f. I work on a family farm or in a family business without pay.
   - ☐ g. I am not working at present. I am: *(Please check one)*
     - ☐ 1. A student.
     - ☐ 2. Retired.
     - ☐ 3. A trainee.
     - ☐ 4. Other *(Please explain)* ____________________
   - ☐ h. My situation is not listed above *(Please explain)* ____________________

     ____________________

**— IF YOU CHECKED ITEMS E, F, G, or H IN QUESTION 1, PLEASE SKIP QUESTIONS 2 and 3. —**

2. **About how many hours a week do you work?** *(Please check one and fill in the blank.)*
   - ☐ a. I usually work about __________ hours a week.
   - ☐ b. I am not working.
   - ☐ c. I don't know.

3. **What are your present earnings, before taxes?** *(Please check one and fill in the blank.)*
   - ☐ a. I earn $______.____per [1. hour / 2. week / 3. month / 4. year]. *(Please circle one.)*
   - ☐ b. I am working but I don't receive a wage or salary.
   - ☐ c. I am not working.
   - ☐ d. I don't know.

**4. What is your largest source of support?** *(Please check one.)*

- ☐ **a.** Current earnings from a job.
- ☐ **b.** Earnings from interest, dividends or rent payments.
- ☐ **c.** Family and friends.
- ☐ **d.** Private relief agency (for example, the Salvation Army, Goodwill Industries).
- ☐ **e.** Public welfare (if possible, please check which one of the following types of welfare is your largest source support).
  - ☐ **1.** Supplemental Security Income (SSI) for the Blind.
  - ☐ **2.** Supplemental Security Income (SSI) for the Aged.
  - ☐ **3.** Supplemental Security Income (SSI) for the Disabled.
  - ☐ **4.** Aid to Families with Dependent Children (AFDC).
  - ☐ **5.** General Assistance (GA).
- ☐ **f.** Public institutions (for example, a tax-supported hospital, nursing home, treatment center, etc.).
- ☐ **g.** Worker's Compensation (federal, state, private).
- ☐ **h.** Social Security Disability Insurance Benefits (SSDI).
- ☐ **i.** Veteran's Benefits.
- ☐ **j.** Private Insurance.
- ☐ **k.** Unemployment Compensation.
- ☐ **l.** Other *(Please explain.)* ______________________________

**5. How much income, if any, did you receive LAST MONTH from all sources of public welfare, as defined in Question 4e?** *(Please check one and fill in the blank.)*

- ☐ **a.** I received $__________last month.
- ☐ **b.** None.
- ☐ **c.** I don't remember.

**6. Beside each of the following statements check the box that would be most nearly true for you.**

**a.** How satisfied are you with your present situation?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

**b.** How satisfied were you with the information provided by your counselor about your physical or mental condition and the opportunities for improving your situation?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

**c.** How satisfied were you with your counselor's willingness to listen to your ideas and suggestions when developing your rehabilitation plan and job goal?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

**d.** How satisfied were you with your counselor's promptness in providing services to you?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

**e.** How satisfied were you with any services provided by a vendor or someone other than your counselor?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

**f.** How satisfied were you with your overall experience with the rehabilitation program?
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

**7. Did your counselor arrange for you to have PHYSICAL RESTORATION SERVICES (such as medical treatment, physical therapy, artificial limbs, eyeglasses, dentures, hearing aids, etc.)?** *(Please check one.)*

☐ a. Yes ☐ b. I don't remember ☐ c. No

**If yes, how satisfied were you with these services?** *(Please check one.)*
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

**8. Did your counselor provide job counseling assistance?** *(Please check one.)*

☐ a. Yes ☐ b. I don't remember ☐ c. No

**If yes, how satisfied were you with this help?**
☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

9. **Did your counselor arrange for you to have TRAINING?** *(Please check one.)*

☐ a. Yes ☐ b. I don't remember ☐ c. No

**If yes, how satisfied were you with the kind of training you received?** *(Please check one).*

☐ 1. Very Satisfied ☐ 2. Satisfied ☐ 3. Dissatisfied ☐ 4. Very Dissatisfied

10. **How USEFUL were the services you received from the rehabilitation program IN HELPING YOU TO GET your present situation?** *(Please check one.)*

- ☐ a. The services were of great use.
- ☐ b. The services were of some use.
- ☐ c. The services were of no use at all.
- ☐ d. I received no services from the rehabilitation program.

11. **How USEFUL were the services you received from the rehabilitation program IN HELPING YOU TO PERFORM in your present situation (even if they were of little or no use in helping you get it)?** *(Please check one.)*

- ☐ a. The services were of great use.
- ☐ b. The services were of some use.
- ☐ c. The services were of no use at all.
- ☐ e. I received no services from the rehabilitation program.

12. **Sometimes, after receiving rehabilitation services, people are better able to care for themselves. This may allow other family members to work or work longer hours at a job they already have. Is this so in your case?** *(Please check one.)*

☐ a. Yes ☐ b. I don't remember ☐ c. No

13. **Sometimes, as a result of contact with the rehabilitation program, people find their personal attitudes change. How do you feel about YOURSELF now, compared to before you were in the rehabilitation program?** *(Please check one.)*

- ☐ a. I feel the same about myself.
- ☐ b. I feel better about myself.
- ☐ c. I feel worse about myself.

14. **How do you feel about YOUR FUTURE, compared to before you were in the rehabilitation program?** *(Please check one.)*

- ☐ a. I feel the same about my future.
- ☐ b. I feel better about my future.
- ☐ c. I feel worse about my future.

15. **Has your ABILITY TO DO any of the following functions of SELF-CARE changed since coming to the rehabilitation program?** *(Please check on the right side whether your ability to perform each item has stayed the same, improved, or gotten worse since coming to the rehabilitation program.)*

| | | **Has stayed the same** | **Has improved** | **Has gotten worse** |
|---|---|---|---|---|
| a. | Eating | (1) ☐ | (2) ☐ | (3) ☐ |
| b. | Bathroom functions | (1) ☐ | (2) ☐ | (3) ☐ |
| c. | Taking medicine | (1) ☐ | (2) ☐ | (3) ☐ |
| d. | Grooming *(shaving, hair care, make-up, etc.)* | (1) ☐ | (2) ☐ | (3) ☐ |
| e. | Dressing and undressing | (1) ☐ | (2) ☐ | (3) ☐ |
| f. | Moving my body weight | (1) ☐ | (2) ☐ | (3) ☐ |
| g. | Moving around the home | (1) ☐ | (2) ☐ | (3) ☐ |
| h. | Climbing stairs | (1) ☐ | (2) ☐ | (3) ☐ |
| i. | Reading | (1) ☐ | (2) ☐ | (3) ☐ |
| j. | Writing | (1) ☐ | (2) ☐ | (3) ☐ |
| k. | Talking | (1) ☐ | (2) ☐ | (3) ☐ |
| l. | Answering the phone | (1) ☐ | (2) ☐ | (3) ☐ |
| m. | Moving on the street | (1) ☐ | (2) ☐ | (3) ☐ |
| n. | Using public transportation | (1) ☐ | (2) ☐ | (3) ☐ |
| o. | Driving a car | (1) ☐ | (2) ☐ | (3) ☐ |
| p. | Other *(specify)* ________ | (1) ☐ | (2) ☐ | (3) ☐ |

16. **If you mostly work as a HOMEMAKER, has your ability to do any of the following skills and activities related to HOMEMAKING changed since coming to the rehabilitation program?** *(Please check on the right side whether your ability to perform each item has stayed the same, improved, or gotten worse since coming to the rehabilitation program.)*

| | **TO BE ANSWERED BY HOMEMAKERS ONLY** | **Has stayed the same** | **Has improved** | **Has gotten worse** |
|---|---|---|---|---|
| a. | Caring for children and family | (1) ☐ | (2) ☐ | (3) ☐ |
| b. | Caring for pets | (1) ☐ | (2) ☐ | (3) ☐ |
| c. | Cooking and fixing meals | (1) ☐ | (2) ☐ | (3) ☐ |
| d. | Washing dishes | (1) ☐ | (2) ☐ | (3) ☐ |
| e. | Cleaning house | (1) ☐ | (2) ☐ | (3) ☐ |
| f. | Doing laundry | (1) ☐ | (2) ☐ | (3) ☐ |
| g. | Shopping for food and groceries | (1) ☐ | (2) ☐ | (3) ☐ |
| h. | Running errands | (1) ☐ | (2) ☐ | (3) ☐ |
| i. | Budgeting and paying bills | (1) ☐ | (2) ☐ | (3) ☐ |
| j. | Taking part in neighborhood activities | (1) ☐ | (2) ☐ | (3) ☐ |
| k. | Other *(specify)*____________________ | (1) ☐ | (2) ☐ | (3) ☐ |

17. **Have you improved in any JOB-RELATED SKILLS AND ACTIVITIES (like typing, using tools and machinery, assembly work, serving people, and so on) since coming to the rehabilitation program?** *(Please check one.)*

☐ a. Yes ☐ b. No

18. **Would you recommend vocational rehabilitation services to a friend?** *(Please check one.)*

☐ a. Yes ☐ b. No

19. **Would you like a Bureau of Vocational Rehabilitation counselor to contact you regarding further services?** *(Please check one.)*

☐ a. Yes ☐ No

**If yes, which services below do you require?**

- ☐ a. Further training
- ☐ b. Placement assistance is finding me a job
- ☐ c. A hearing aid
- ☐ d. Glasses
- ☐ e. A new artificial appliance (e.g. leg, arm, brace, wheelchair, etc.)
- ☐ f. Dental Work
- ☐ g. Someone to talk to about training me and finding me a job
- ☐ h. Other *(specify)* ______________________________

20. **Who answered this questionnaire?** *(Please check one.)*

- ☐ a. I answered this questionnaire by myself.
- ☐ b. I answered this questionnaire with the help of another person.
- ☐ c. Another person answered this questionnaire for me.

21. **Thank you for your cooperation in this survey. If you have any comments you would like to add, please include them here:**

## SIMILAR BENEFITS

The data from the first phase is being collected and analyzed. A formalized structure now exists and is operating successfully. What follows is a chronological listing of the steps that resulted in the formalized structure which will, it is believed, contribute enormously toward the realization of the goal of optimum use of similar benefits.

1. Through the case service review the need for the development of a specific similar benefits procedure was recognized. Similar benefits, it was apparent, were not being utilized uniformly throughout the state. This was due, it was thought, at least in part, to the fact that the BVR Manual of Procedures did not deal with similar benefits as a specific subject but rather as a collateral issue in other subject areas.
2. As much input as possible was obtained from representatives of the Rehabilitation Services Administration (RSA), the University of Denver Regional Rehabilitation Research Institute (RRRI) and the Policy and Procedures and Field Office Sections of Pennsylvania BVR on such things as a definition of similar benefits, sources of similar benefits, possible procedures for documentation of similar benefits usage, data collection methods, etc.
3. The information obtained through the efforts in 2 above was compiled, studied, and sent to the Policy and Procedures and Field Office Sections for review.
4. The Evaluation Section met with representatives of Field Operations and Policy and Procedures Sections to discuss all aspects of similar benefits, including the plan for the collection of data via teleprocessing units.
5. The Evaluation Section met with representatives of Field Operations

and Policy and Procedures Sections to discuss all aspects of similar benefits, including the plan for the collection of data via teleprocessing units.

6. Evaluation, Policy and Procedures, and Field Operations Sections met with the Assistant Director of the agency to discuss A) the emphasis that should be placed on similar benefits, B) the method devised for collecting and reporting data on similar benefits, C) the development of a chapter in the Manual of Procedures devoted exclusively to similar benefits, which would include a directive that each district office was to develop and maintain a directory of similar benefits for its district, and D) feedback to the University of Denver RRRI. This meeting resulted in a decision to release simultaneously in July or August 1979 a manual chapter on similar benefits and a memorandum on the plans to collect similar benefits data, and a further decision in favor of a simplified plan of collecting and reporting the use of similar benefits, to be implemented October 1, 1979, which would A) attempt to use existing procedures in so far as possible to collect the data in order to avoid unnecessary confusion and difficulties, B) cover closures 08 from 06, 26, 28, 30, C) utilize the teleprocessing capabilities of each district office, and D) for the present limit the data collected to identifying those cases that used similar benefits and the category of services in which they were utilized, using the following codes:

    0 - Services
    1 - With BVR costs only
    2 - Without BVR costs (client participation)
    3 - With and without BVR costs (client participation only)
    4 - Without BVR costs (other agencies and organizations)

5 - With and without BVR costs (other agencies and organizations only)

(Codes 4 and 5 indicate similar benefits utilization.)

It was also agreed that expansion of the collection of similar benefits data would occur as the need arises.

7. The Administrator of Evaluation, who is the project manager for the MEU contract, presented the tentative plans to the regional and district administrators at their bi-annual meeting in June 1979, eliciting their comments and suggestions.

8. Following the above meeting Field Operations, Policy and Procedures, and Evaluation Sections met to outline a manual chapter on similar benefits, which chapter was subsequently drafted by the Policy and Procedures Section.

9. Prior to the completion of the final version of the chapter and its release to field personnel for inclusion in their manuals the draft of the chapter was circulated among selected field and other concerned personnel for comments and suggestions.

10. Following the distribution of the manual chapter on similar benefits and the memorandum on data collection for similar benefits to field personnel the Evaluation Section received numerous telephone calls from field personnel voicing tne need for a more specific definition of similar benefits that would relate to the format used in the reporting process The number of responses necessitated a meeting of the Evaluation, Policy and Procedures, and Field Operations Sections to clarify and modify definitions and procedures.

11. The resulting clarification and modification for the chapter in the Manual of Procedures was submitted to a representative sampling of district office field personnel and then distributed to all field personnel.

293

12. On October 1, 1979 the new similar benefits procedures went into effect and data collection on closed cases began.
13. Computerized quarterly reports showing similar benefits usage are prepared by the Evaluation Section and distributed to the district offices.

The first phase of the task has been successfully completed - there is now a formalized structure that can identify clients that used similar benefits and identify services in which similar benefits were used. The second phase is the expansion of data collection. On April 1, 1981 a pilot study was initiated in one of the district offices for the collection of additional data.

On three different occasions prior to the start-up of the pilot project there were input meetings with the counselors, supervisors, Assistant District Administrator, and District Administrator in the district office. The purpose was to develop workable procedures for counselor documentation of new data to be recorded, and to determine possible impact on staff and clients of the new procedures. The guidelines used in developing the procedures were the same as those used in developing the original program.

1. Start with basics, keep it simple.
2. Utilize existing procedures whenever possible.
3. Start with uniform procedures.
4. Modify, clarify, or change a procedure whenever appropriate.

After the procedures were agreed upon the entire district staff was trained - managerial, professional, and clerical.

The new procedures will provide information on similar benefits usage in both open and closed cases as follows:

1. Identify client cases in which similar benefits are used.
2. Identify the sources of similar benefits utilized.

3. Identify the services in which similar benefits are used.

4. Identify cost savings resulting from similar benefits usage.

Four computerized reports have been developed to monitor the activities of the pilot project. When the pilot project is completed - assuming successful outcome - the procedures will be implemented statewide and Pennsylvania BVR will have a valuable source of information for the support of decision making for the optimum utilization of similar benefits.

Appendix 15 shows application of similar benefits utilization to rehabilitation program principals.

BVR
PENNSYLVANIA
SUCCESS
Official Publication of the
Pennsylvania Bureau of Vocational Rehabilitation Department of Labor and Industry

Vol. XXIX No. 1 Harrisburg, Pa. March 1981

## Governor Proclaims IYDP in Pennsylvania

Governor Dick Thornburgh issued a proclamation that officially added Pennsylvania to the ranks of communities celebrating 1981 as the International Year of Disabled Persons in a personal appearance at a state-sponsored workshop for IYDP "community partners", held February 25 at Camp Hill. The governor was one of four governors chosen last year to serve on the board of directors of the U.S. Council for IYDP, the national organization coordinating the year-long United Nations project.

Also attending the workshop were Ginny Thornburgh, the governor's wife; Secretary of Labor and Indus-

(continued on page 3)

*Gov. Dick Thornburgh displays certificate presented him by Alan Reich, president of the U.S. Council for the International Year of Disabled persons, in recognition of Pennsylvania's designation as a "flagship state" in the year-long national observance of IYDP.*

# George C. Lowe, Jr. Named Director of Pennsylvania BVR

A nationally known human services administrator, planner and educator has been selected to head the Bureau of Vocational Rehabilitation.

The appointment of George C. Lowe, Jr., a former director of the Governor's Planning Commission for Vocational Rehabilitation, was announced by Labor and Industry Secretary Charles J. Lieberth, whose department oversees BVR's rehabilitation, training and employment services to the Commonwealth's physically, mentally and emotionally handicapped.

Lowe's selection ended a six-month nationwide recruitment effort by a five-member, independent search committee to fill the BVR directorship.

"With his extensive background in the delivery of human services, especially to the handicapped, George Lowe will be a welcome addition to the Department's management team," said Lieberth.

"It is especially gratifying to secure an administrator of his calibre during Pennsylvania's observance of the International Year of Disabled Persons, which has been endorsed by Governor Dick Thornburgh, who is a director of the U.S. Council of IYDP," said Lieberth.

"His experience will prove invaluable as we implement Governor Thornburgh's policy of holding down administrative costs so that we can maximize the direct services offered to the Commonwealth's handicapped community, especially to those who are severely disabled," added Lieberth.

### Planned MH/MR

Lowe's state government experience from 1964 through 1969 included the position of director of planning for the Department of Public Welfare's Office of Mental Health, which laid the groundwork for the Mental Health and Mental Retardation (MH/MR) Act of 1966. The legislation resulted in the

(continued on page 3)

# Client, Counselor, Employer Surmount CP Job Handicap

**Tom Koons, York D.O.**
**Community Relations Rep.**

**Client John Foschia of 528 East Washington Street, Chambersburg, whose mobility is limited by cerebral palsy, is the kind of person who likes to battle the odds, "the system" and even himself, if need be, to get where he wants to go.**

**His rehabilitation counselor, David G. Best of the York district office, calls him "supermotivated".**

John Foschia, right, at work

**That he must be, for not only did he cap his rehabilitation program with a good job at the Compaction Division of Ingersoll-Rand, Shippensburg, but he's had a couple of good raises in the year he's been working there. But John worked for that payoff.**

### Mobility Problem

**When some years ago he entered Chambersburg Area Senior High School, he quickly found the educational system of that time would make no accommodation for people with mobility problems. If he were to get an education, he'd have to travel the corridors, the stairs, and the campus like anyone else--but on crutches. As his course neared completion, John's guidance counselors referred him to the bureau's York office so that he might be better prepared to enter the world** of work. With his rehabilitation counselor, John soon made plans to attend the Pennsylvania Rehabilitation Center, now the Hiram G. Andrews Center in Johnstown, Pennsylvania. There vocational evaluation suggested he would do well in a business or clerical field, and he entered the training course in accounting/bookkeeping, completing it in May, 1978.

Returning home to get on with the next step – looking for a job – he was delayed by the need for further surgery and recuperation involving a weight-lifting program at the Y.M.C.A. to improve motor skills. Meanwhile, his counselor was talking to employers who might be interested in someone with John's skills when he was ready.

### Employer's Role

One of the employers contacted was Skip Remson, Personnel Manager at Ingersoll-Rand. Skip had been interested enough in hiring the handicapped to attend the bureau's 3-day seminar for employers, "Understanding and Interviewing the Handicapped Job Applicant" at the Hiram G. Andrews Center.

Impressed by what he'd learned, he'd returned home to consider how Ingersoll-Rand might productively employ severely handicapped people. Ingersoll-Rand, Occupational Services, Inc., and BVR cooperated in doing a job analysis of several work areas in the plant. From this it was determined that the parts control area might be a promising area for developing a job where mobility was not a big requirement. When a job opening did materialize there, O.S.I. and the bureau were able to refer several prospective handicapped persons. Dave Magee, Personnel Administrator at Ingersoll-Rand, who interviewed each person, says he could have hired any of them because he felt they could all do the job

When John Foschia was the one hired, it came as no surprise to Dave Best.

## Bureau Develops "Similar Benefits" System

BVR's Evaluation Section is developing a formal system to collect, record, analyze, evaluate and disseminate information on "similar benefits". The term refers to services available to clients through collateral agencies serving the handicapped and which are used before bureau resources are tapped.

### Altoona Study

A pilot study in the Altoona district office will collect information on all open cases, whether in diagnostic or accepted-for-services status. It will catalog all similar benefits available to those clients for the diagnostic, physical restoration, maintenance and training phases of their rehabilitation. The study will identify the sources of such benefits and estimate the net savings that will accrue to the bureau through their systematic use in its 15 district offices and the Hiram G. Andrews Center.

### Policy

The bureau has been insisting that clients avail themselves of similar benefits since shortly after the procedure was mandated by the Rehabilitation Act of 1973. It requires, for example, that clients in training apply for federal Basic Educational Opportunities Grants (BEOG), Pennsylvania Higher Education Assistance funds (PHEAA), and other available sources before bureau funding is considered. Similar benefits are available for other aspects of clients' rehabilitation, and by standardizing and codifying benefits and their application, the bureau expects to maximize their use.

Heading the program is Program Analyst Andrew Chopak, under the direction of Harry Guise, administrator of the evaluation section. The Altoona project is headed by Washington district administrator Frank Baydos, with Region III Program Evaluator Paul Saupp as resource person.

## PROFILE ANALYSIS TECHNIQUE

The statistical and psychological methods of expressing normal distribution are jointly chaired by both psychology and statistical textbooks. The normal curve distribution is a method of comparing data through the use of standard scores so that valid comparisons can be made of data that follow the normal curve distribution parameters.

Historically, the normal curve distribution and standard curves have been used by educators to grade and make comparisons of student achievements. The military has also used these methods through the use of stanines in the Second World War to test and measure military personnel achievement.

The Pennsylvania General Agency of the Bureau of Vocational Rehabilitation has chosen this method of making comparisons to meet several needs of the Bureau's program of serving handicapped clients.

First, we were searching for a method to equate the rehabilitation performance of our district offices. Second, we were looking for a measure to evaluate our performance with other states and the nation (as required by the nine Federal Evaluation Standards). Third, we were looking for a method to show the strengths and weaknesses of our program. Fourth, we were searching for a method and procedure that would increase our evaluation capactiy and effectiveness. Fifth, we would then utilize their increased knowledge to make recommendations for program improvements and accomplishments.

Profile analysis technique shows on a visual profile where a state, region, or district ranks in program accomplishments.

Profile analysis technique, in the opinion of the author, has the same potential for program evaluation as the original census data tabulating machine had for today's computers. It is a technique that is in its infancy but has the potential to be used in any effective research for any type of program. If the terms are defined and the proper research procedures are followed, the profile analysis technique can be utilized productively by any corporation, government, or person.

Past, Present, and Future - Program uses and accomplishments of the profile analysis technique, since its origin in 1976 in the Pennsylvania General, can be viewed in the attached Appendices.

# PROFILE ANALYSIS APPENDIX

## SUMMARY OF PAT TECHNIQUES USED IN THE PA GENERAL AGENCY

### Past Uses

1. Comparison of data on the vocational rehabilitation follow-up surveys for Federal Program Evaluation Standard 6 and 9.
2. Comparison of key performance factors among other vocational rehabilitation state agencies.
3. Comparison of major disabilities at the district/regional levels.
4. Comparison of average cost for cases closed Status 08, 26, 28, 30.
5. See attached write up of original ten factor output profile.

### Present Use

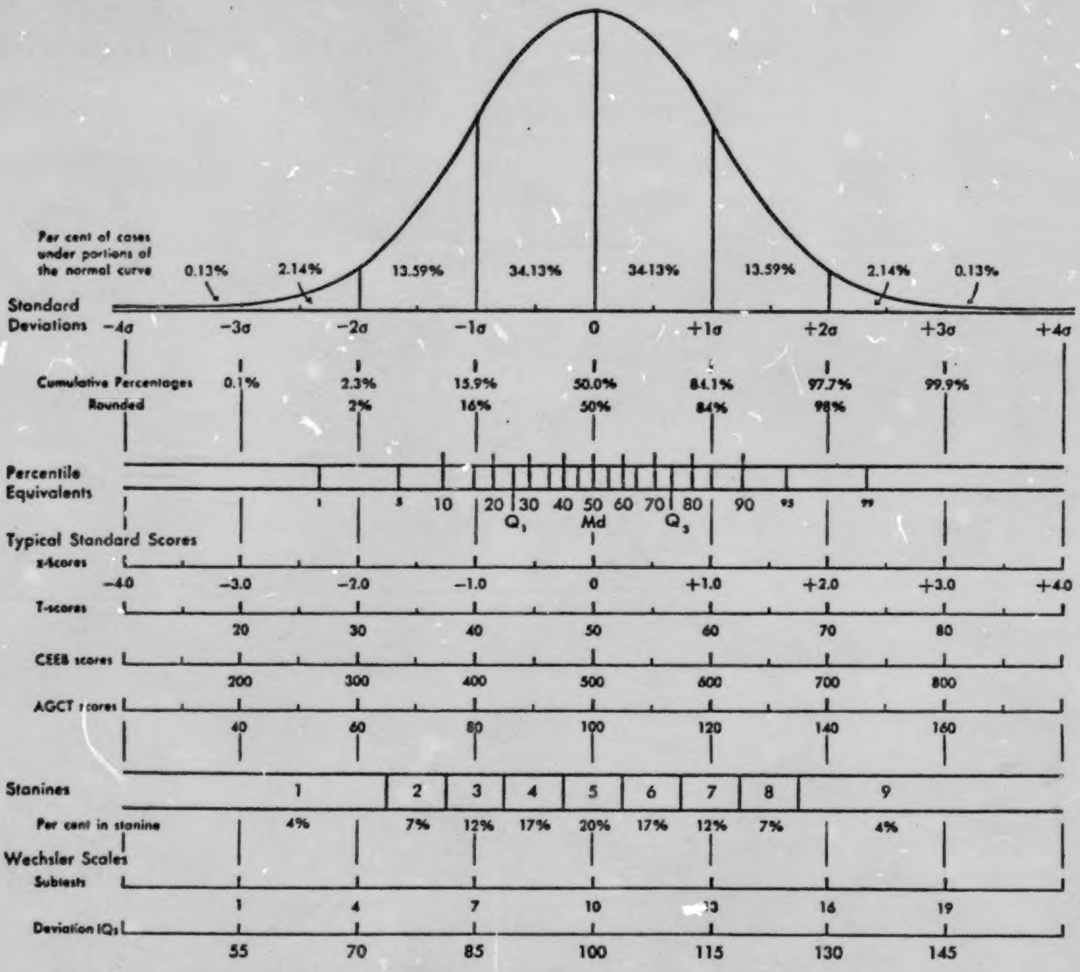
1. Eleven factor output evaluation and comparison of region and district performance. (see attached copies)

### Future Uses

1. To utilize PAT in the formula distribution of the field offices case service budgets.
2. To implement a "Process Profile" to measure processing variables such as number of severely disabled accepted for services, and the average processing time in a particular status or statuses.
3. To develop a "Referral Profile" to measure input factors, such as types of referral source and other demographic information.
4. See attached copies of proposed new profile sheets and latest write up of profiles.

The Evaluation Section will be glad to furnish a completed copy of any profile uses for the present or past uses of PAT.

300



*NOTE: This chart cannot be used to equate scores on one test to scores on another test. For example, both 600 on the CEEB and 120 on the AGCT are one standard deviation above their respective means, but they do not represent "equal" standings because the scores were obtained from different groups.*

we have included the lowest 2.3 per cent of cases. These percentages have been rounded in the next row.

Note some other relationships: the area between the ±1σ points includes the scores which lie above the 16th percentile (−1σ) and below the 84th percentile (+1σ) — two major reference points all test users should know. When we find that an individual has a score 1σ above the mean, we conclude that his score ranks at the 84th percentile in the group of persons on whom the test was normed. (This conclusion is good provided we also add this clause, at least subvocally: *if this particular group reasonably approximates the ideal normal model.*)

The simplest facts to memorize about the normal distribution and the relation of the percentile system to deviations from the average in sigma units are seen in the chart. They are

| | | | | | |
|---|---|---|---|---|---|
| Deviation from the mean | −2σ | −1σ | 0 | +1σ | +2σ |
| Percentile equivalent | 2 | 16 | 50 | 84 | 98 |

The information reported for New York, South Carolina, Texas and Pennsylvania was extracted from Fiscal Year 1976 data for all BVR General Agencies in the nation.

We have compared South Carolina to New York, Texas and Pennsylvania because of the significant increase in rehabilitations by South Carolina in Fiscal Year 1977.

For Fiscal Year 1976 in South Carolina:

1. It was noted that 56.3 percent of the total money expended was for counseling and placement; while only 36.3 percent was for services for individuals and only 5.0 percent for administration.
2. That of the total expenditures for services for individuals, 50.9 percent was expended for physical and mental restoration and 25.4 percent for diagnostic and evaluation and only 13.7 percent for training.
3. That they ranked higher than New York, Texas and Pennsylvania in:
    a. rehabs per counselor man-year (73)
    b. rehab success rate (71)
    c. severely disabled rehab success rate (63)
    d. non-severely disabled rehab success rate (75)
    e. lowest average case service cost per rehab ($1,792)
    f. rehabs per 100,000 population (427)

With an increasing number of cases being rehabilitated by South Carolina, we are interested in finding out how they achieved their success. Are the factors leading to the increasing number of rehabs in South Carolina of a financial nature, is it the disability mix, is it the type of professionals employed, or does the agency use other existing facilities?

Table 1.

General Agencies
Fiscal Year 1976

Percent of Expenditures for Case Services

| State | Diagnostic and Evaluation | | Physical and Mental Restoration | | Maintenance | | Training | | Other Services | | Post Employment | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | z-score | | z-score | | z-score | | z-score | | z-score | | z-score | |
| New York | 53.98 | 17.7 | 9.68 | 1.8 | 56.75 | 14.4 | 93.94 | 62.3 | 34.83 | 3.7 | 37.45 | 0.1 |
| Pa. | 30.15 | 13.0 | 69.15 | 30.2 | 72.24 | 17.2 | 51.99 | 39.0 | 26.11 | 0.6 | 33.72 | 0.0 |
| S. Car. | 86.86 | 25.4 | 96.49 | 50.9 | 13.35 | 5.9 | 5.82 | 13.7 | 35.94 | 4.1 | 33.72 | 0.0 |
| Texas | 39.36 | 14.9 | 47.21 | 21.2 | 46.02 | 12.6 | 61.41 | 42.7 | 48.40 | 8.2 | 49.60 | 0.4 |

Table 2.

General Agencies
Fiscal Year 1976

Percent of Total Expenditures for

| | Administration | | Counseling and Placement | | Individuals | |
|---|---|---|---|---|---|---|
| | z-score | | z-score | | z-score | |
| New York | 25.46 | 6.1 | 12.92 | 26.0 | 94.95 | 67.9 |
| Pa. | 31.56 | 6.9 | 48.40 | 35.6 | 73.57 | 57.5 |
| S. Car. | 17.88 | 5.0 | 98.98 | 56.3 | 7.93 | 36.3 |
| Texas | 44.43 | 8.4 | 89.25 | 46.8 | 27.42 | 44.7 |

# THE USE OF (PAT) PROFILE ANALYSIS AND (SOAP) SUBJECTIVE, OBJECTIVE, ASSESSMENT PROCEDURE IN THE BUREAU OF VOCATIONAL REHABILITATION

## TABLE OF CONTENTS

1. Acknowledgment

2. Background Data for Paper

3. Introduction — The Search for a Method to Evaluate Objectively the Subjective Factors

4. Section I — The Pennsylvania General Adoption of PAT to Meet Its Agency Needs for Standards and Evaluation

5. Section II — Procedure for Setting Up BVR Profile

   Table I

   Table II
   Conversion Chart

6. Section III

   A. SOAP Defined

   B. Base Year 1976 to Present

      1. Raw Data

      2. Profiles

         a. By District

         b. By Data Variable

         c. State Composite Sheet

   C. Summary of Profile Progress

      1. Data Variables

7. Section IV — Summary and Conclusions

# ACKNOWLEDGMENT

The Bureau of Vocational Rehabilitation wishes to express its appreciation to the many individuals who contributed to the development of this evaluation profile. A special thanks is due to Dr. James Bonner, Assistant Director of the Bureau of Vocational Rehabilitation; Mr. Ronald Lloyd, Field Operations Coordinator; Mr. Harry Guise, Evaluation Administrator; and the Statistical Staff of the Bureau. In addition, mention should also be made of the assistance in setting up the computer runs necessary to receive new data from the EDP Section. The Regional Administrators, State and District Administrators and their staffs are given a special thanks for the time and energies they devoted to making it a success.

## Background Data for Paper

The purpose of planning is for the improvement of the performance and way of life in society, business, government and the individual's family and daily life.

The purpose of this paper on planning and evaluation in the Bureau of Vocational Rehabilitation is to identify potential problem areas and determine ways to improve them. The PAT mechanism utilized is flexible and adaptable to changing priorities and client needs.

The PAT (Profile Analysis Technique) is designed to work at the national, state, region, district and individual counselor levels. It is tied in with the implementation of the Rehabilitation Act of 1973, Public Law 93-112, and the priorities of the State and Program and Financial Plans mandated for each state by the Executive Branch of the Department of Health, Education and Welfare.

This Profile Analysis Technique points out program deficiencies and areas in need of improvement. This paper utilizes both the PAT and SOAP (Subjective, Objective, Assessment Procedure) and is the first step in a three-pronged assault for planning and program efficiency.

The second step will be an objective profile of what variables effect the end result (rehabilitation closures from the time when a person becomes a Bureau client until they are successfully closed from the program).

The third step will be an examination of the areas from which we secure our clients. This will enable the Bureau of Vocational Rehabilitation to examine our most efficient and productive areas and methods and put them to use in other areas of the state where we show a need for program improvement.

The end results of this three-pronged planned attack for program improvement will be the best attempt that the Bureau of Vocational Rehabilitation can make to insure the survival of our agency and make the future less uncertain.

## INTRODUCTION

### The Search for a Method to Evaluate Objectively the Subjective Factors of a People-Oriented Vocational Rehabilitation Program

With the advent of the electronic computer, the manipulation of large groups of data have become an objective reality.

The Bureau of Vocational Rehabilitation has been searching for a methodology to bring all the success factors in a people-oriented rehabilitation program together in a data-oriented objective standard.

The presence of data, even in abundant quantities, does not guarantee a program of objective reality. The people who are associated with the rehabilitation program generally have a psychopathic reaction to data manipulation. These people we shall call Reluctants.

The fact is that evaluation and data processing people are schooled in massaging and manipulating data. These people we can call Researchers.

### Training and Selling

The passage of Public Law 93-112, the Rehabilitation Act of 1973, mandated the setting up of Evaluation Standards of all the Renabilitation Agencies in the United States. What is needed to move rehabilitation forward in the nation is a standardized objective set of standards. These standards must be so objective that the reluctants can be trained and sold on their objective value. Without this training and selling job any standards will be worthless.

The utilization of people and success-oriented program data, with which the field people are familiar, is essential in setting up norm-referenced standards.

In the opinion of the Pennsylvania General Agency Program Evaluation staff, these standards should have the following characteristics:

1. Rehabilitation oriented.
2. Simplicity in computation.
3. Ease of interpretation.
4. Flexibility.
5. Multiple variable and analysis.

## SECTION I

### Profile Analysis Technique

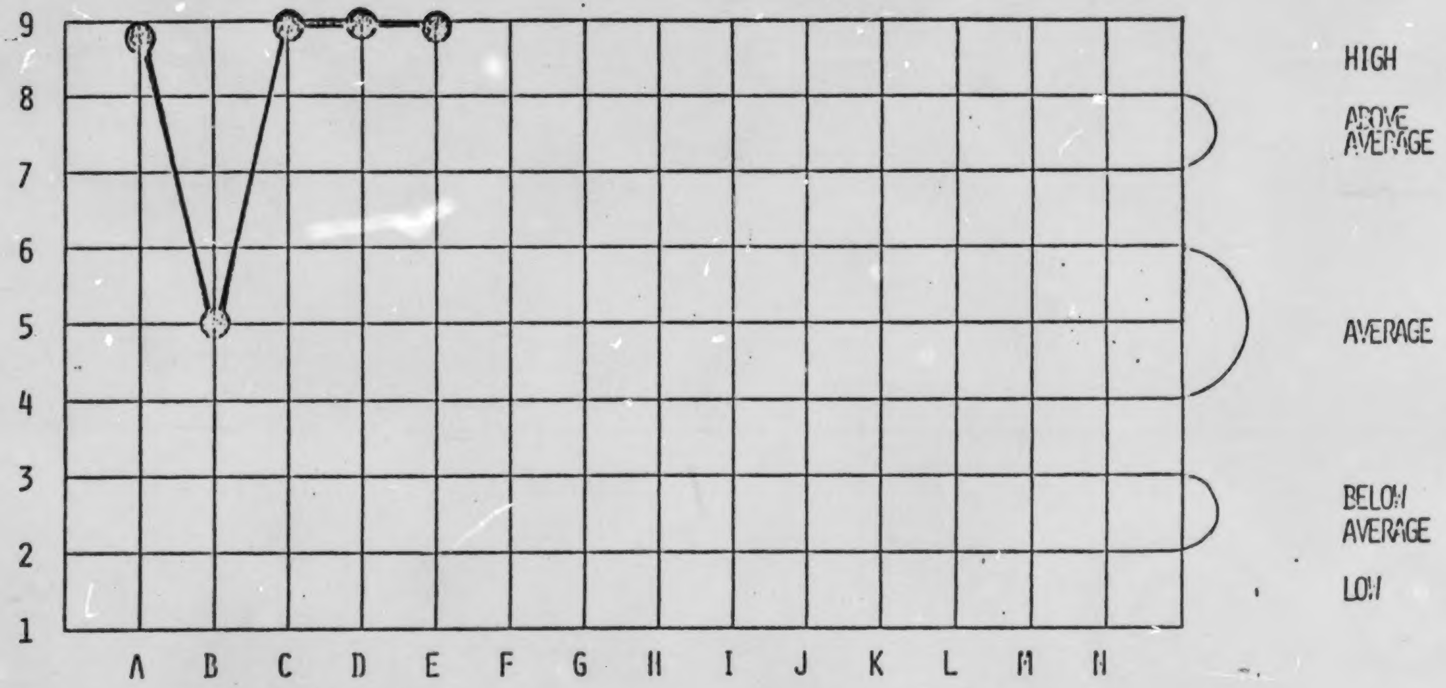
The essential selling point of this profile analysis technique is its ability to meet the five criteria listed. The information available in the multiple form used to collect data by State VR agencies, as for example the BVR-300, can be used to set up standardized national or state standards. The information collected nationally can be compared and standardized with other states. The information collected statewide, but not nationally, can be used to establish Bureau standards. In each case this information can be standardized so that the information can be analyzed under a standard format at the individual counselor level.

Examples:

To get familiar with the mechanism of how PAT operates, turn to Example No. 1 on our example pages. It details a profile of State Agency (simulated data) on several significant factors and compared by five of these. As you examine this profile you will see that the rows have numbers ranging from 1 to 9 and the columns are alphabetic showing the program variables being evaluated, e.g., (1) number of rehabilitants; (2) rehabilitations per 100,000 population; (3) average rehabilitations per counselor; (4) percent of total cases closed rehabilitated that are in competitive employment; and (5) percent of total rehabilitations that are public welfare rehabilitations.

As you look at the left-hand side of the profile, note the shaded area that starts at number 5 and continues across the center of the chart. In PAT profiles this represents the mean or simple average. As you move up the chart you move above the average. As you move down the chart, you of course, move below the average. The range distribution of the chart is as follows:

**PROFILE ANALYSIS:** EXAMPLE #1



A NUMBER OF REHABILITATIONS

B REHABILITATIONS PER 100,000 POPULATION

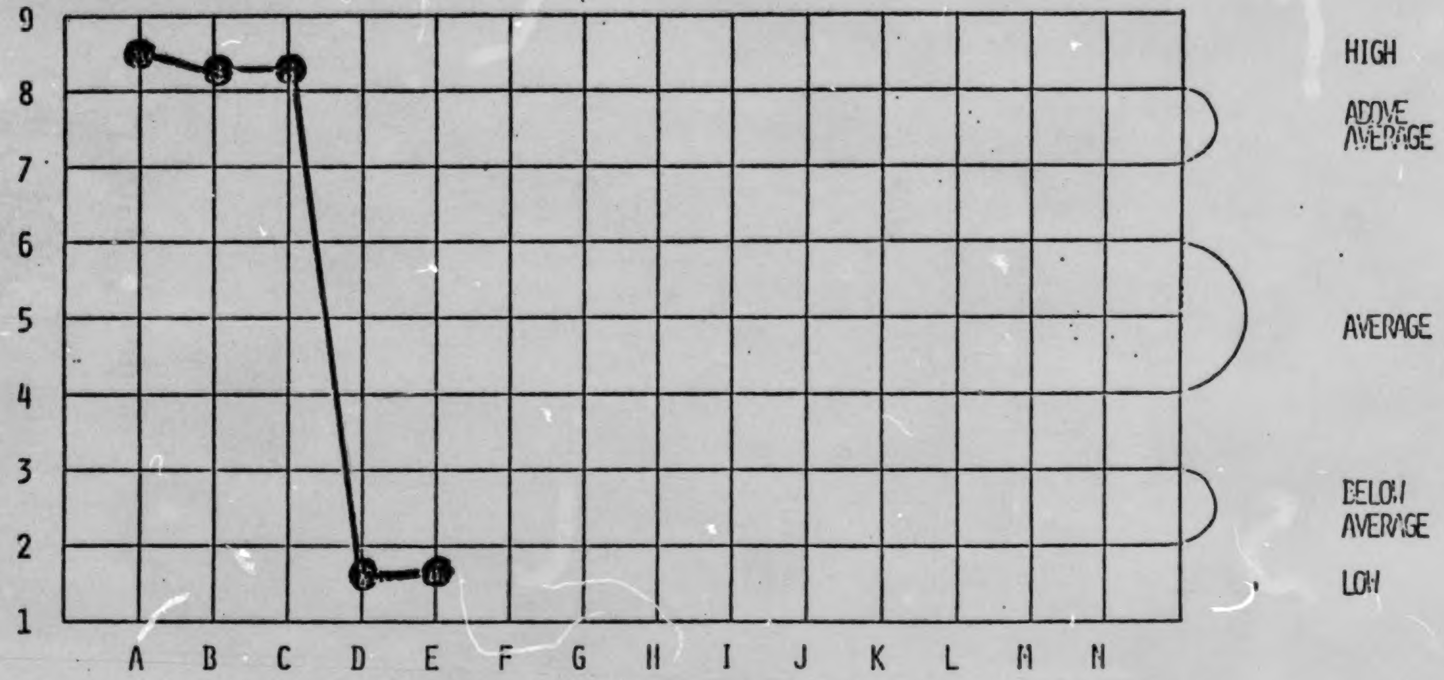
C REHABILITATION PRODUCTION PER COUNSELOR

D PERCENT OF REHABS IN COMPETITIVE EMPLOYMENT

E PERCENT OF PUBLIC WELFARE REHABS TO TOTAL REHABS

**PROFILE ANALYSIS:**

**EXAMPLE #2**



A NUMBER OF REHABILITATIONS

B REHABILITATIONS PER 100,000 POPULATION

C REHABILITATION PRODUCTION PER COUNSELOR

D PERCENT OF REHABS IN COMPETITIVE EMPLOYMENT

E PERCENT OF PUBLIC WELFARE REHABS TO TOTAL REHABS

Profile scores of 9, exceptionally high

Profile scores of 7 and 8 are high

Profile scores from 6 to 4 are in average range

Profile scores of 3 and 2 are low

A profile score of 1 is exceptionally low

With this background we would interpret the profiles presented on our example pages, as referred to earlier, indicating an agency whose (1) total rehabilitation production was high based on national standards. However, their production of (2) rehabilitations based on a per 100,000 population basis was average while the (3) rehabilitations per counselor were high, (4) the number of cases closed rehabilitated in competitive employment was high compared to national standards and (5) percent of public assistance rehabilitations was high.

As the State Director evaluating this profile, you feel a sense of pride at your agency's accomplishments. One of the reasons why your agency has achieved this standing is your constant evaluation of program progress and consistent search for improvements.

A second example of PAT applied:

If you look at Example No. 2 you will see another example of a profile of agency performance. Here you see (1) high number of rehabilitations; (2) high rehabilitation per 100,000 population; (3) high rehabilitation production per counselor; (4) percent of cases closed rehabilitated in competitive employment was low; and (5) low percent of public welfare clients rehabilitated. The contrast between the two agencies is apparent by the production thrust of the second agency compared to the overall combined five-factor teamwork thrust of the first example.

## Ease of Interpretation

The key selling point of the PAT Analysis Technique is one of simplicity and standardization of interpretation and communication. Take for example, the two contrasting State Agency profiles we just looked at. The differences were able to be evaluated because the performance of the two agencies was referred back to a common standard stanine scores ranging from 1 to 9. With the adopting of PAT five is always the average. Nine is the highest score and 1 is the lowest score possible. As you see, ease of interpretation and communication are achieved with PAT. The interpretation of these profiles is also an exercise of ease and simplicity. Contrasts are made possible by transferring the information from paper to transparencies. Office machines can be utilized which do most of this work in a matter of seconds. The superimposing of one transparency on another to show contrast in the profiles is quite convenient.

## Rehabilitation Oriented

The Pennsylvania General Agency feels that these standards, to be meaningful as they are developed, must be rehabilitation oriented. This means that the models built for program evaluation of the rehabilitation structure must include the familiar, structure functions, processes, and jargon of the field service staff and case service management. Everything else being equal, standards should be related back to these structures and processes.

At the counselor, client level many advantages can be obtained by demonstrating a PERT view of rehabilitation. PERT can be defined as a manager's tool for spelling out and coordinating what must be done to successfully accomplish the objective of a project on time. Another view is one of the computer technology or input, output system. Rehabilitation is not, however, a computer. It is dealing with people and, as such, is not subject to a profit-making standard.

The five standards we have identified for comparison on the two sample state profiles make it clear that the structure of PAT is a rehabilitation oriented approach. What we are trying to communicate on this profile (PAT) by leaving 5 spaces blank is that other factors needing standardization are easily added to the profile. In addition, there is nothing sacred about the 5 factors listed. They can be amended, changed or altered in any way deemed desirable.

## Flexibility

The third characteristic of the PAT system is its flexibility. Not only can we compare ourselves with national and regional norms, but we can compare ourselves to other states, or comparable areas within our state with the state norm.

The norms for a region within a state could be superimposed on a PAT Profile Chart as in Examples 1 and 2.

In addition, a counselor's performance could be presented, showing his performance against another counselor in his office, region, state, another state or the federal region or the nation.

With a data base established for production, a counselor might score a 6 in his performance in his office compared to similar carrying caseload counselor's district norm of 5. The individual district office counselor or district average can be compared to the state agency norm. The same counselor productivity may be the equivalent to an 8 on a regional basis and a 9 on a national level.

Thus the emphasis on flexibility of this profile technique.

## Ease and Simplicity of Computation

A must characteristic of any national standard is computational simplicity. Without understanding, no system can win individuals' acceptance and backing. The PAT system by limiting standard integers from 1 to 9 goes a long way toward achieving this simplicity.

The PAT approach makes use of the utilization of the numbers 1 through 9 thus makes it easier to store and record bits of information on the computer file. In addition, the mathematical calculations required in correlation studies of squaring a number is made easier by single number factor

## Multiple Criteria Analysis

This statistical evaluation tool is one of the most needed aspects of PAT. Here we move away from the single variable factor thinking. We approach the rehabilitation program as a many sided entity. It is inappropriate to ask: Is this program good? So many other issues regarding the values of the program need to be evaluated. The questions to be asked are, Good according to what standards? Good according to what criteria?

In PAT we bring together all these dependent and independent variables of the standards and examine their multiple factors as they interplay among themselves to give us a multiple criteria view of rehabilitation at work.

## Conclusion

That PAT is not going to turn rehabilitation into Jermy Benton's "Social Utopia", is apparent but what also is apparent is that we have added a new tool for rehabilitation analysis that is going to do much toward accelerating the progress of a good program into an excellent one.

## SECTION II

This section deals with adoption of the PAT Profile Analysis with the needs and evaluation criteria familiar to the Pennsylvania General Agency.

### Background Data

First, since the Bureau of Vocational Rehabilitation for the Pennsylvania General Agency is set up on a State and District basis for evaluation purposes, the profiles shown will be in State and District Office basis listing a 10-point evaluation criteria.

Second, since the administration of the District Offices and the State is divided into regions, each Regional Administrator supervises a number of District Offices. The Rehabilitation Administrators are responsible to the Director of Field Operations.

Third, the goals of the Bureau are set by the Bureau Director in coordination with federal priorities and the State Board and spelled out in the State Plan and the Program and Financial Plan each year. The rehabilitation goals set then become the responsibility of the Assistant Director of Field Services (as the Chief Salesman in the Bureau) to achieve.

Fourth, the terminology of the Bureau staff and technical expertise which they possess is geared toward a people-oriented rehabilitation program. The Field Operations and Bureau staff are also most familiar with a tabular and percentage type of data presentation.

Fifth, the Evaluation Section in cooperation with the Field Service staff therefore made the following adaptations to the PAT profile so that it would be more acceptable to the field and counselor staff.

This resulted in the stanine scores being converted to z-scores which in turn can be converted to percentiles which the Bureau staff are familiar with. The procedure for conversion of stanine to z-scores and the 10-points that make up the Pennsylvania General profile will be explained in this Section.

A. TEN ITEM EVALUATION PROFILE

P 1/ 1. Rehabilitations per Counselor Man-Years

P 2. Success Rate for Cases Closed from the Active Load

$$\frac{26}{26,28,30}$$

Q 2/ 3. The severely disabled success rate

$$\frac{26}{26,28,30}$$

P 4. The non-severely disabled success rate

$$\frac{26}{26,28,30}$$

Q 5. The percent of rehabilitations closed in competitive employment

E 6. Average cost per cases rehabilitated (inverted) case service cost

P 7. The number of rehabilitations per 100,000 population

Q 8. The percent of total district rehabilitations each district closed as severely disabled rehabilitations.

Q 9. The success rate for all closures

$$\frac{26}{26,28,30,08}$$

Q 10. The percent of total district rehabilitations each district closed as Public Assistance Rehabilitations

| | | |
|---|---|---|
| 1/ | Production Factor | 4 |
| 2/ | Quality Factor | 5 |
| 3/ | Economic Factor | 1 |

These ten rehabilitation variables were used to measure and evaluate rehabilitation progress because they combined the federal emphasis on quantity, quality and economic cost. In addition they:

1. Emphasized federal and state priorities in State Plan and Program and Financial Plan.
2. Were familiar terms to rehabilitation-oriented Bureau staff.
3. Seemed to have been the best indicators of success under limited financial conditions over the period of the Bureau operations. Both from an objective data interpretation and from a consensus of Bureau staff expertise utilizing the Delphi approach.

B. Item A. Counselor Man-Years

1. Definition

   Counselor man-years is defined as all caseload carrying counselors or trainees having a caseload, less supervised cases.

2. Method used to calculate

Example: District A

| | | |
|---|---|---|
| 1. | Counselor A | 10 man-months |
| 2. | Counselor B | 6 man-months |
| 3. | Counselor C | 12 man-months |
| 4. | Counselor D | 8 man-months |
| 5. | Counselor E | 12 man-months |
| 6. | Counselor F | 12 man-months |
| 7. | Counselor G | 12 man-months |
| 8. | Counselor H | 11 man-months |
| 9. | Counselor I | 9 man-months |
| 10. | Counselor J | 8 man-months |
| 11. | Counselor K | 10 man-months |

Counselor man-months $= \frac{110}{12} = 9.17$

Total counselor man-years district

$$A = \frac{\text{Total number rehabs}}{\text{Number of man-years}} \qquad \frac{600}{9.17} = 67$$

3. Method used to calculate z-scores

State Man = 50.00

Standard Deviation = 14

z-score Formula = $z = \frac{X-\bar{X}}{\sigma}$

$X$ = your score
$\bar{X}$ = mean
$0^-$ = sigma

$z = \frac{67-50}{14} \quad \frac{17}{14} \quad + 1.21$

z = 1.21 Go to Table 1

and convert to percent down left hand column to 1.2 then over to .01 = .3869. Since your score 67 is above the mean 50 you add it to mean

$$\begin{array}{r} .5000 \\ +.3869 \\ \hline .8869 \end{array}$$

Go to Table II and convert .8869 to 89 or stanine 8.

Plot this stanine on your profile analysis technique chart.

This shows you how you compare with the other District Offices in the State for rehabilitations per counselor man-years.

If your score had been 47 you would have followed the following steps.

$z = \frac{x-\bar{x}}{0} \quad \frac{47-50}{14} \quad \frac{3}{14} \quad -.21$

Since your score is a minus you subtract from the mean

On Table I point .21 = $\begin{array}{r} .5000 \\ -.0832 \\ \hline .4168 \end{array}$

On Table II .4168 = Stanine 5 which you would plot on your PAT chart. To improve your counselors must rehabilitate more cases per counselor man-years. This factor is a production-oriented factor.

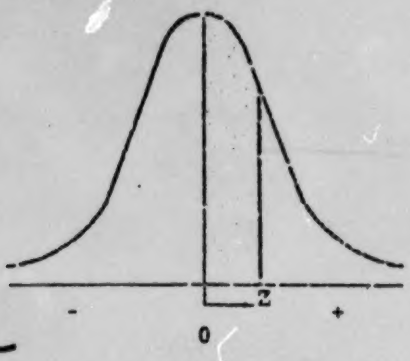


TABLE I

| $Z = \frac{X - \bar{X}}{\sigma}$ | SECOND DECIMAL PLACE IN Z | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | .00 | .01 | .02 | .03 | .04 | .05 | .06 | .07 | .08 | .09 |
| .0 | .0000 | .0040 | .0080 | .0120 | .0160 | .0199 | .0239 | .0279 | .0319 | .0359 |
| .1 | .0398 | .0438 | .0478 | .0517 | .0557 | .0596 | .0636 | .0675 | .0714 | .0753 |
| .2 | .0793 | .0832 | .0872 | .0910 | .0948 | .0987 | .1026 | .1064 | .1103 | .1141 |
| .3 | .1179 | .1217 | .1255 | .1293 | .1332 | .1368 | .1406 | .1443 | .1480 | .1517 |
| .4 | .1554 | .1591 | .1628 | .1664 | .1700 | .1736 | .1772 | .1808 | .1844 | .1879 |
| .5 | .1915 | .1950 | .1985 | .2019 | .2054 | .2088 | .2123 | .2157 | .2190 | .2224 |
| .6 | .2257 | .2291 | .2324 | .2357 | .2389 | .2422 | .2454 | .2486 | .2517 | .2549 |
| .7 | .2580 | .2611 | .2642 | .2672 | .2704 | .2734 | .2764 | .2793 | .2823 | .2852 |
| .8 | .2881 | .2910 | .2939 | .2967 | .2995 | .3023 | .3051 | .3078 | .3106 | .3133 |
| .9 | .3159 | .3186 | .3212 | .3238 | .3264 | .3289 | .3315 | .3340 | .3365 | .3389 |
| 1.0 | .3413 | .3438 | .3461 | .3485 | .3508 | .3531 | .3554 | .3577 | .3599 | .3621 |
| 1.1 | .3643 | .3665 | .3686 | .3708 | .3729 | .3749 | .3770 | .3790 | .3810 | .3830 |
| 1.2 | .3849 | .3869 | .3888 | .3907 | .3925 | .3943 | .3962 | .3980 | .3997 | .4015 |
| 1.3 | .4032 | .4049 | .4066 | .4082 | .4099 | .4115 | .4131 | .4147 | .4162 | .4177 |
| 1.4 | .4192 | .4207 | .4222 | .4236 | .4251 | .4265 | .4279 | .4292 | .4306 | .4319 |
| 1.5 | .4332 | .4345 | .4357 | .4370 | .4382 | .4394 | .4406 | .4418 | .4429 | .4441 |
| 1.6 | .4452 | .4462 | .4474 | .4464 | .4495 | .4505 | .4515 | .4525 | .4535 | .4545 |
| 1.7 | .4554 | .4564 | .4573 | .4582 | .4591 | .4599 | .4608 | .4616 | .4625 | .4633 |
| 1.8 | .4641 | .4649 | .4656 | .4664 | .4671 | .4678 | .4686 | .4693 | .4699 | .4706 |
| 1.9 | .4712 | .4719 | .4726 | .4732 | .4735 | .4744 | .4750 | .4756 | .4760 | .4767 |
| 2.0 | .4772 | .4778 | .4783 | .4788 | .4793 | .4798 | .4803 | .4808 | .4812 | .4817 |
| 2.1 | .4821 | .4826 | .4830 | .4834 | .4838 | .4842 | .4846 | .4850 | .4854 | .4857 |
| 2.2 | .4861 | .4864 | .4868 | .4871 | .4875 | .4878 | .4881 | .4884 | .4887 | .4890 |
| 2.3 | .4893 | .4896 | .4898 | .4901 | .4903 | .4906 | .4909 | .4911 | .4915 | .4916 |
| 2.4 | .4918 | .4920 | .4922 | .4925 | .4927 | .4929 | .4931 | .4932 | .4934 | .4936 |
| 2.5 | .4938 | .4940 | .4941 | .4943 | .4945 | .4946 | .4948 | .4949 | .4951 | .4952 |
| 2.6 | .4953 | .4955 | .4956 | .4957 | .4959 | .4960 | .4961 | .4962 | .4963 | .4964 |
| 2.7 | .4965 | .4966 | .4967 | .4968 | .4969 | .4970 | .4971 | .4972 | .4973 | .4974 |
| 2.8 | .4974 | .4975 | .4976 | .4977 | .4977 | .4978 | .4979 | .4979 | .4980 | .4981 |
| 2.9 | .4981 | .4982 | .4982 | .4983 | .4984 | .4984 | .4985 | .4985 | .4986 | .4986 |
| 3.0 | .4987 | .4987 | .4987 | .4988 | .4988 | .4989 | .4989 | .4990 | .4990 | .4990 |
| 3.1 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |

FIRST DECIMAL PLACE IN Z

## TABLE II

## CONVERSION CHART FOR CONVERTING PERCENTS TO STANINE

Stanine I = up to 4%

Stanine II = from 4% to 11%

Stanine III = 11% to 23%

Stanine IV = 23% to 40%

Stanine V = 40% to 60%

Stanine VI = 60% to 77%

Stanine VII = 77% to 89%

Stanine VIII = 89% to 96%

Stanine IX = 96% to 100%

$$\text{Stanine} = 5+2\frac{x-x^{-}}{(sd)} = 5+2(2)$$

$$x \text{ scores} = \frac{x-x^{-}}{0^{-}}$$

## SECTION III

### A. SOAP: Subjective, Objective, Assessment, Procedure

The Pennsylvania Bureau of Vocational Rehabilitation now has an objective assessment procedure for use in maintaining its national leadership in the serving of handicapped clients as mandated by Public Law 93-112, the Rehabilitation Act of 1973.

The Bureau of Vocational Rehabilitation, in its efforts to improve program operation in serving the handicapped, has developed a methodology where all data variables used to evaluate rehabilitation performance can be combined in an objective performance profile. These performance factors used standard scores so that one can objectively assess and evaluate the strengths and weaknesses of Bureau operation.

The advantages of this particular approach is that it gives the Bureau the ability to evaluate, in a scientific fashion, performance factors not only within the state but between states and on a national level. In this respect, then, administrative and procedural decisions are based upon scientific principals and facts not upon subjective data and interpretations.

### B. Base Year 1976 to Present

1. Raw Data
2. Profiles
    a. By district
    b. By Data Variable
    c. State Composite Score

### C. Summary of Profile Progress (Impact)

The principal accomplishment of this profile was a composite state improvement for eight profile items over base year 1976. The percent of public assistance cases rehabilitated to total rehabilitations remained unchanged at 25 percent of total rehabilitations and the average cost per rehabilitation went from $870 per case to $926 per case service cost.

326

The main factor behind this increase in average cost per rehabilitation was inflation and the rise in the number of severely disabled clients rehabilitated, which increased from 37.9 percent in 1976 to 43.2 percent in Fiscal 1977. The cost of serving the severely disabled clients has always been higher than for serving the non-severely disabled.

Impact indicators of the other areas of the program improvement were as follows:

| Pennsylvania General Agency | 1976 | 1977 |
|---|---|---|
| 1. Rehabilitations per Counselor Man-Years | 49 | 53 |
| 2. Total Rehabilitation Success Rate | 65 | 69 |
| 3. Severely Disabled Success Rate | 59 | 65 |
| 4. Non-Severely Disabled Success Rate | 70 | 72 |
| 5. Percent of Rehabs in Competitive Employment | 69 | 71 |
| 6. Rehabilitations per 100,000 Population | 179 | 189 |
| 7. Total Program Success Rate | 27 | 31 |

The composite scores for the district offices showed that all districts fell within the average when all ten factors of program success were weighted. See attached copy composite district scores which showed that Altoona had the highest composite score.

In Rehabilitations per Counselor Man-Year three district offices in the low or below average range indicated a need for program improvement or evaluation to indicate atypical reasons behind this. In the Philadelphia District Office the high number of public assistance cases is one of the reasons why the production per counselor man-years is low and the large number of severely disabled cases rehabilitated is another. The important point to note is that the composite score of all ten factors listed shows that the Philadelphia District Office fell well within the low average range when compared with the composite scores of all the district offices. In the success rate for cases closed from the active load, two district offices moved from the below average range into the average. One other district dropped from the average range to the below average range. The point to remember here is that district office progress or lack of progress is shown in a comparison scale. A district may improve its raw score as shown on the percentage scale and still drop in its performance scale because it did not improve as much as the other district offices. The Allentown District Office had a large number of severely disabled clients rehabilitated and this was one of the prime reasons why its success rate was low both from the active load and for the total success rate. The performance of the non-severely disabled cases as to total success rate shows a need for program improvement in this area for the Allentown District Office. In the evaluation of the number of rehabilitations placed in competitive employment, the Philadelphia District Office was low and shows a need for program improvement and also the DuBois District Office.

One significant factor in average cost per case was the fact that the Johnstown District Office had much higher cost per case because of the large number of cases in the Pennsylvania Rehabilitation Center. The Washington District Office case costs were also higher because of the large number of college cases. The Pennsylvania Rehabilitation Center handles a large number of mental disorders and other high medical and physical restoration cases. The cost of housing the BVR clients in the Rehabilitation Center are also included while most of the other rehabilitation centers in the state have a majority of clients who reside at home or elsewhere and therefore housing costs are not included.

In rehabilitations per 100,000 population the profile showed the need for additional counselors in the Rosemont and Philadelphia District Offices to serve all the handicapped clients in those areas.

In the number of severely disabled clients as a percentage of total cases rehabilitated, the Wilkes-Barre Office was low and the profile pointed

328

out a need for this district to serve more severely disabled clients.

The success rate of all cases closed from referral and the active caseload shows that Philadelphia and Rosemont are below average in having success with their clients closed from referral and the active caseload. The primary reason behind this appears to be a large number of public assistance clients in Philadelphia and also the number of severely disabled clients. The below average success rates for Rosemont District Office appear to be caused by the large number of clients that are placed in competitive employment.

## Synopsis

The Profile Analysis Technique points out areas of program strengths and weaknesses to the program district administrators; it shows as an impact indicators as per rehabilitations per 100,000 population; and how well the offices are serving the handicapped in specific areas of the state. It calls for action and recommendations for change when areas of low program achievement are identified. In essence, this profile has shown that on the PAT scale all BVR district offices for the composite scale are doing about equally well. It does show, however, that on related items, each district has areas where program improvement can be generated in serving and employing the handicapped population of the state.

## Section IV SUMMARY AND CONCLUSIONS

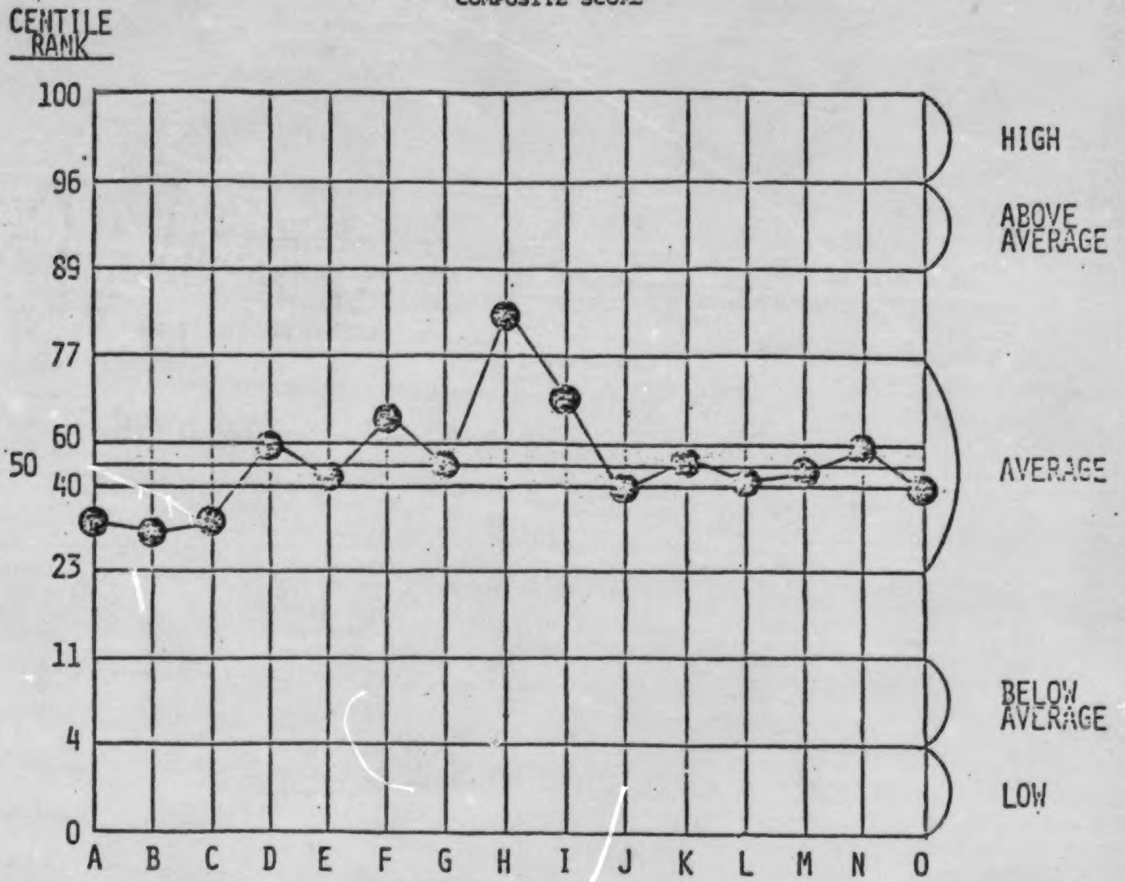
The ten measures used in the Pennsylvania General profiles are by no means all the measures available to objectively evaluate agency progress nor are they necessarily the best measures. Rather, they are the best measures which Pennsylvania has come up with as evaluation criteria to initiate their SOAP Program. Will they stand the test of time or will they give way to other more valid and reliable measures of achieving a successful program. Only time, further study and evaluation will tell. They are however a first small step toward a better procedure of program evaluation aimed at concrete program objectives and goals that improve program operations and efficiency.

The effects of this profile have already helped BVR to improve its efficiency from its data base of operations in Fiscal 1976. The results will show in the completed 1977 Fiscal Year comparisons. The profiles are an evaluation tool that require constant demonstrating of value. If a district or a region finds any part of the ten-point profile to be inequitable then they have the option to suggest a more practical or reliable factor to replace the one they object to.

Finally the State Profile points out a need for a counselor profile and a national profile both of which can easily utilize the stanine of z-scores but because of the myriad of differences between the states and the individual counselor's territory of clients different profiles appear necessary to measure the efficiency of services to clients at least at the initial stage of the profiles' existence.

It appears evident that if this is a permanent arrangement spelled out by the different needs of BVR clients in geographic, economic and social areas of the county then upon this base starting with a counselor profile a method must be worked out for combining a counselor profile with a state profile and a national profile. All this requires a constant evaluation and development of various variables that make up success in the field of rehabilitation. To accomplish this the barriers of communication and coordination must be eliminated and the counselor, the supervisor, and the manager must work together as a team to develop a profile in which as a working member of the team they each have input and faith in its ability to be as objective a standard as possible in dealing with evaluating clients and vocational rehabilitation success.

## COMPOSITE SCORE



|  | Z-SCORE |  |  | Z-SCORE |  |
|---|---|---|---|---|---|
|  | FY 1976 | FY 1977* |  | FY 1976 | FY 1977* |
| A | 35.75 | 34.47 | I | 73.25 | 67.90 |
| B | 24.97 | 31.42 | J | 40.79 | 41.44 |
| C | 52.23 | 34.27 | K | 56.89 | 53.73 |
| D | 58.77 | 59.18 | L | 39.64 | 42.69 |
| E | 48.21 | 45.60 | M | 46.66 | 45.50 |
| F | 55.33 | 64.73 | N | 50.63 | 56.29 |
| G | 64.66 | 50.51 | O | 25.04 | 40.14 |
| H | 75.55 | 83.48 |  |  |  |

* October 1, 1976 thru September 30, 1977

| | |
|---|---|
| DISTRICT | STATE |
| REGION | |
| STATE | PA |

## FIVE YEAR COMPARISON OF DISTRICT OFFICE PROFILE FISCAL YEARS 1976-'80

| ITEM | 1980 | 1979 | 1978 | 1977 | 1976 |
|---|---|---|---|---|---|
| REHABS PER COUNSELOR MAN-YEAR | 53 | 56 | 48 | 53 | 49 |
| SUCCESS RATE $\frac{26}{26,28,30}$: | | | | | |
| TOTAL REHABS | 74 | 73 | 70 | 69 | 65 |
| SEVERELY DISABLED | 69 | 66 | 69 | 65 | 59 |
| NON-SEVERELY DISABLED | 80 | 83 | 72 | 72 | 70 |
| PERCENT OF REHABS IN COMPETITIVE EMPLOYMENT | 63 | 67 | 70 | 71 | 69 |
| AVERAGE COST PER REHAB (INVERTED)* | 901 | 937 | 940 | 926 | 870 |
| REHABS PER 100,000 POPULATION | 202 | 202 | 179 | 189 | 179 |
| SEVERELY DISABLED AS PERCENT OF TOTAL REHABS | 56 | 52 | 51 | 43 | 38 |
| SUCCESS RATE $\frac{26}{08,26,28,30}$: | 42 | 40 | 32 | 32 | 27 |
| PERCENT OF P.A. REHABS OF TOTAL REHABS | 26 | 26 | 24 | 23 | 23 |
| AVERAGE EARNINGS PER REHABILITANT | 103 | 100 | 97 | n/a | n/a |
| AVERAGE INCREASE IN EARNINGS PER REHABILITANT | 75 | 76 | 72 | n/a | n/a |
| COMPOSITE SCORE | 77 | 76 | 71 | 68 | 64 |

**NOTE:** These are your raw percentage scores, not z-scores, and show your improvement or lack of improvement on each specific item for the composite score for a 5-year period.

* Excluded from calculation.

OA-301 12-67 COMMONWEALTH OF PENNSYLVANIA

May 5, 1981

SUBJECT: Five Year Comparison of District Office Profile, Fiscal Years 1976-1980

TO: Regional Administrators
District Administrators
Counselors

FROM: Harry W. Guise, Administrator
Per: G. William Schildt, Statistician

The State and District Office tables give you a brief synopsis of your five-year progression of profile progress. Each of the profile items, where applicable, can be compared from base year 1976.

Historically, the 1976 and 1977 profiles measured ten items. The average cost per rehabilitation however, was excluded from the composite score. In 1978 two new items were added to the original profile (excluding average cost per rehabilitation) making an eleven item profile. These two items were Average Earnings per Rehabilitant and Average Increase in Earnings per Rehabilitant. These two new factors were added to reflect the financial improvement in the clients' earnings, or lack of it. To calculate the average weekly earnings per rehabilitant we take the total weekly earnings at closure and divide by the total number of rehabilitations. To calculate the average increase in earnings per rehabilitation we take the total rehabilitations earnings at referral and subtract it from the total rehabilitations earnings at closure. We then divide this sum by the total number of rehabilitations. For example,

| | |
|---|---|
| Client earnings at closure............. | $2,500,000 |
| Client earnings at referral........... | 700,000 |
| Client earnings increase............... | $1,800,000 |

Then we divide this earnings increase by the total number of rehabilitations.

$$\frac{1,800,000}{24,000} = \$75.00 \text{ Average earnings increase between referral and closure.}$$

PROGRAM PROGRESS

The State composite raw score for the ten, and eleven factors evaluated, increased for the fifth straight year.

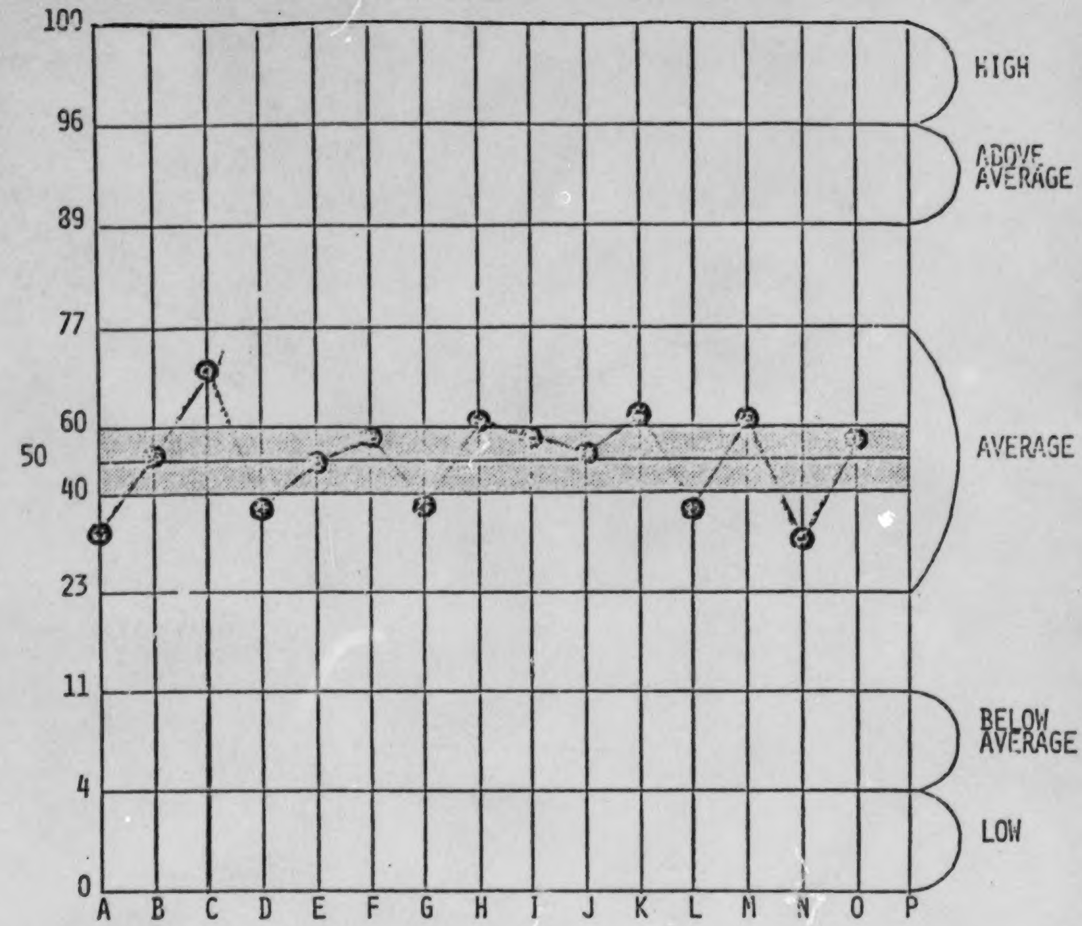
The percentage of severely disabled cases rehabilitated increased from 38 percent in 1976 to 56 percent in 1980.

The rehabilitation success rate $\frac{26}{26, 28, 30}$ climbed from 65 percent in 1976 to 74 percent in 1980.

A statewide comparison of the eleven factors presently used in the profiles shows five factors increasing, two remaining constant and four factors decreasing slightly from Fiscal 1979.

Regional and District Administrators can review their districts' performance over the past five years and compare it with the overall State performance.

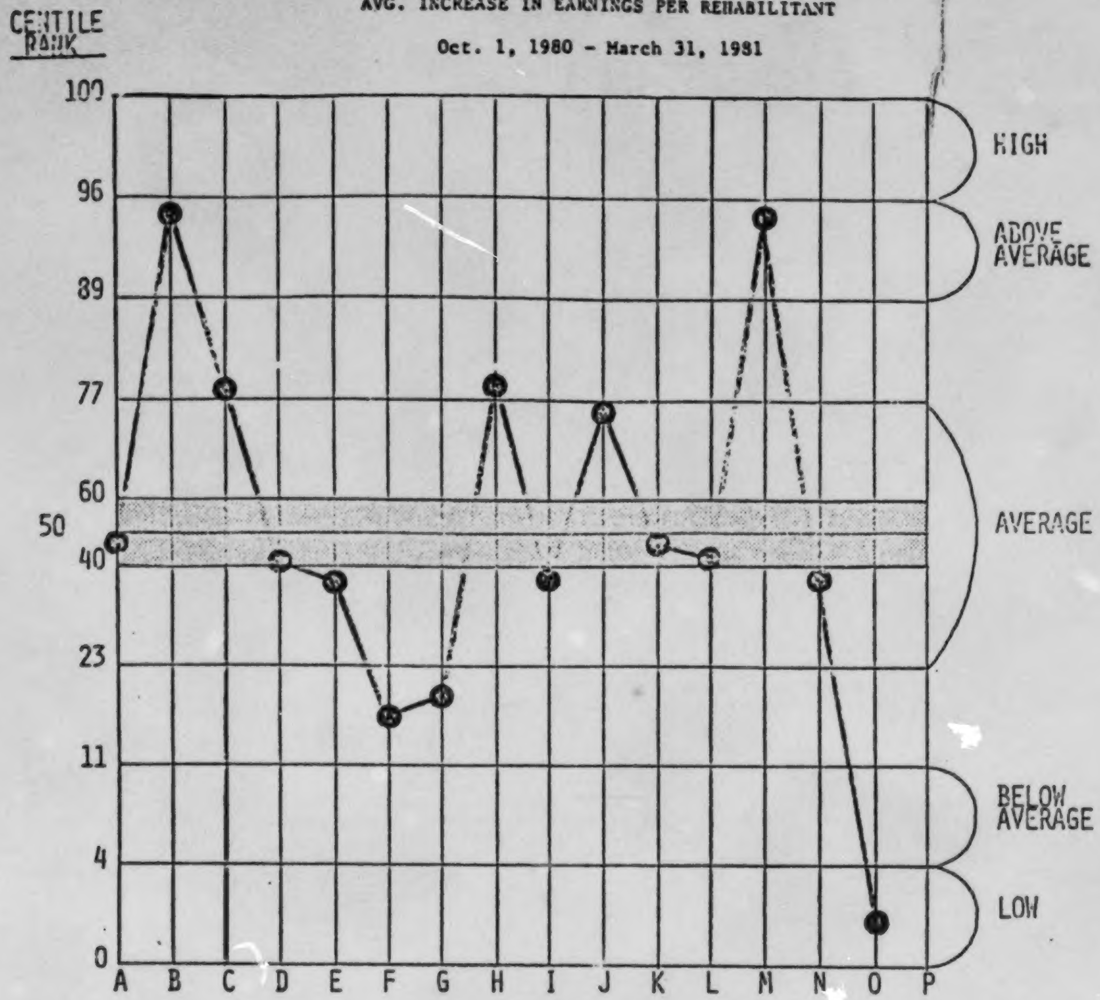
## COMPOSITE SCORE
Oct. 1, 1980 - March 31, 1981



| | | Z-SCORE FY 1980 | Z-SCORE FY 1981 |
|---|---|---|---|
| A | PHILADELPHIA | 26.54 | 32.81 |
| B | ROSEMONT | 41.93 | 51.78 |
| C | ALLENTOWN | 56.98 | 69.63 |
| D | HARRISBURG | 39.81 | 37.00 |
| E | READING | 46.21 | 49.72 |
| F | WILKES-BARRE | 67.28 | 57.83 |
| G | YORK | 30.04 | 37.56 |
| H | ALTOONA | 59.20 | 60.32 |
| I | DUBOIS | 65.69 | 57.13 |
| J | JOHNSTOWN | 41.46 | 50.84 |
| K | WILLIAMSPORT | 49.87 | 62.51 |
| L | ERIE | 48.54 | 36.85 |
| M | NEW CASTLE | 56.43 | 60.67 |
| N | PITTSBURGH | 50.19 | 31.51 |
| O | WASHINGTON | 46.68 | 55.59 |

AVG. INCREASE IN EARNINGS PER REHABILITANT

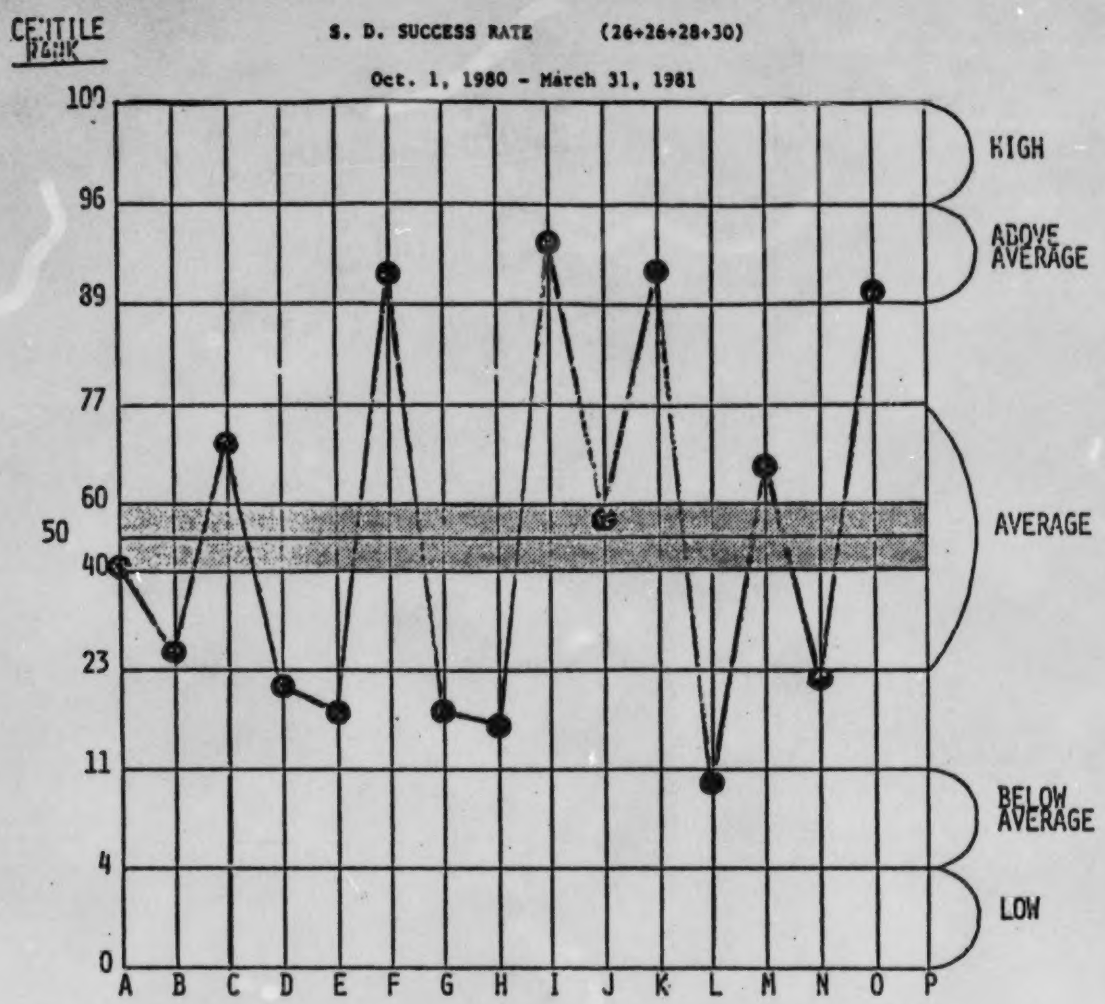
Oct. 1, 1980 - March 31, 1981



| | Z-SCORE FY 1980 | Z-SCORE FY 1981 |
|---|---|---|
| A PHILADELPHIA | 35.20 | 46.81 |
| B ROSEMONT | 94.33 | 95.54 |
| C ALLENTOWN | 57.14 | 77.93 |
| D HARRISBURG | 29.81 | 40.13 |
| E READING | 28.77 | 35.94 |
| F WILKES-BARRE | 03.44 | 16.85 |
| G YORK | 23.89 | 19.22 |
| H ALTOONA | 57.53 | 79.10 |
| I DUBOIS | 57.14 | 37.07 |
| J JOHNSTOWN | 77.64 | 75.80 |
| K WILLIAMSPORT | 18.15 | 47.21 |
| L ERIE | 88.49 | 41.68 |
| M NEW CASTLE | 97.88 | 94.74 |
| N PITTSBURGH | 45.62 | 37.45 |
| O WASHINGTON | 20.90 | 01.58 |

## S. D. SUCCESS RATE (26+26+28+30)

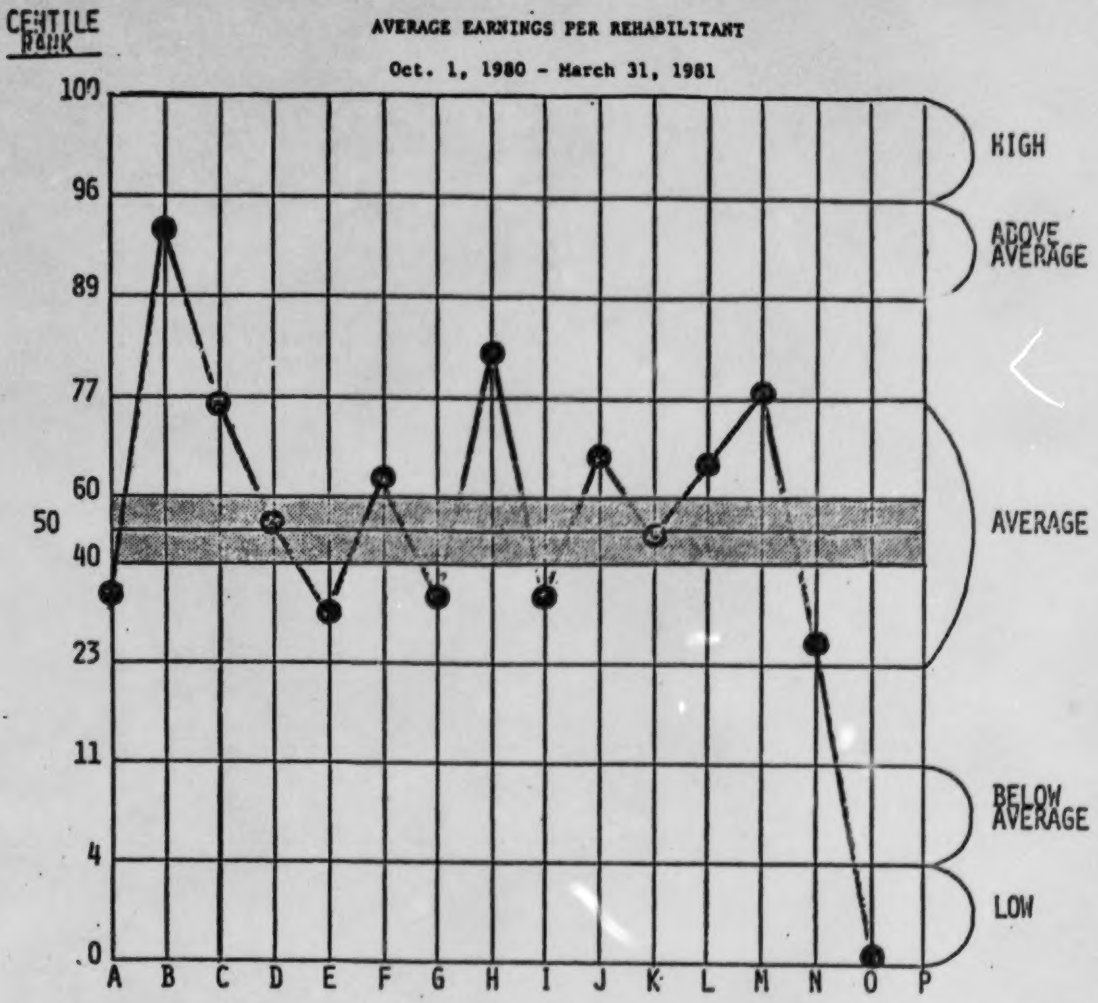
### Oct. 1, 1980 - March 31, 1981



| | z-SCORE | |
|---|---|---|
| | FY 1980 | FY 1981 |
| A PHILADELPHIA | 51.99 | 40.52 |
| B ROSEMONT | 06.03 | 25.46 |
| C ALLENTOWN | 51.99 | 70.88 |
| D HARRISBURG | 53.19 | 21.18 |
| E READING | 20.33 | 17.36 |
| F WILKES-BARRE | 99.62 | 91.15 |
| G YORK | 13.14 | 17.62 |
| H ALTOONA | 13.14 | 16.35 |
| I DUBOIS | 96.25 | 93.19 |
| J JOHNSTOWN | 20.90 | 55.17 |
| K WILLIAMSPORT | 84.13 | 91.31 |
| L ERIE | 33.36 | 10.38 |
| M NEW CASTLE | 48.80 | 66.64 |
| N PITTSBURGH | 71.57 | 22.36 |
| O WASHINGTON | 77.34 | 89.62 |

## AVERAGE EARNINGS PER REHABILITANT

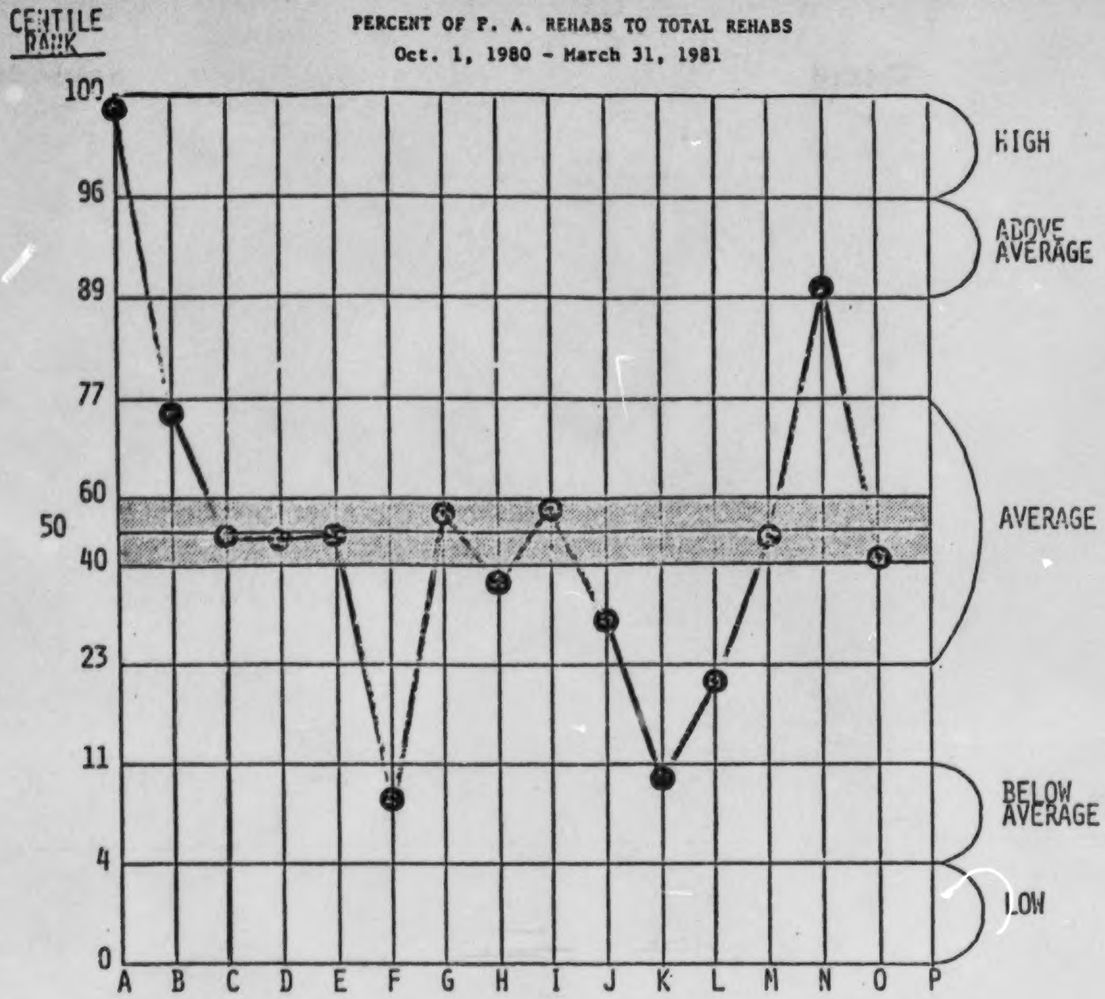
Oct. 1, 1980 - March 31, 1981



| | z-SCORE | |
|---|---|---|
| | FY 1980 | FY 1981 |
| A PHILADELPHIA | 22.19 | 34.46 |
| B ROSEMONT | 95.25 | 93.83 |
| C ALLENTOWN | 35.20 | 76.42 |
| D HARRISBURG | 49.20 | 52.39 |
| E READING | 22.36 | 31.21 |
| F WILKES-BARRE | 63.68 | 63.68 |
| G YORK | 34.09 | 33.36 |
| H ALTOONA | 58.32 | 82.89 |
| I DUBOIS | 41.68 | 32.64 |
| J JOHNSTOWN | 72.24 | 67.72 |
| K WILLIAMSPORT | 13.57 | 49.60 |
| L ERIE | 94.62 | 65.18 |
| M NEW CASTLE | 88.10 | 77.34 |
| N PITTSBURGH | 22.66 | 26.76 |
| O WASHINGTON | 04.09 | 00.23 |

## PERCENT OF P. A. REHABS TO TOTAL REHABS

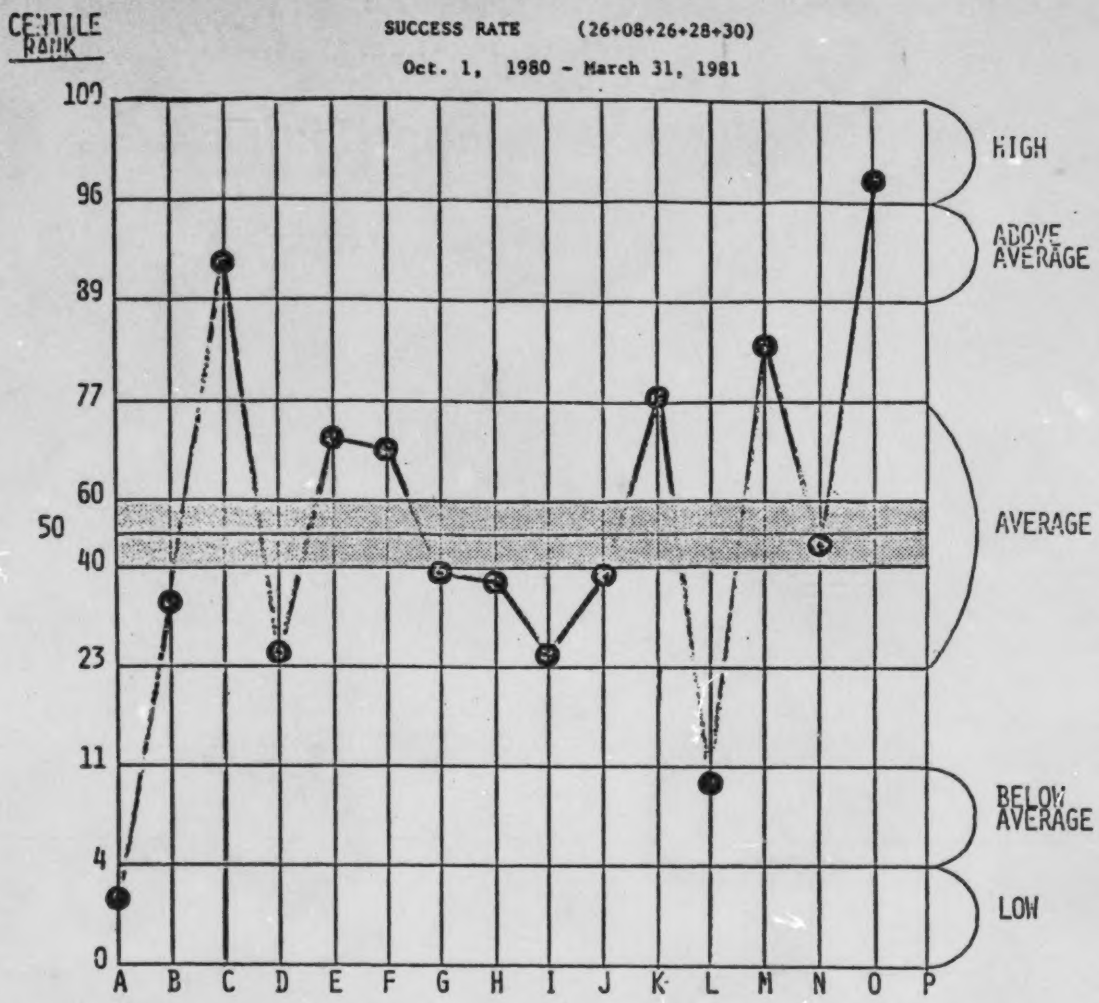
Oct. 1, 1980 - March 31, 1981



| | z-SCORE | |
|---|---|---|
| | FY 1980 | FY 1981 |
| A PHILADELPHIA | 99.56 | 99.63 |
| B ROSEMONT | 68.08 | 74.54 |
| C ALLENTOWN | 41.68 | 49.60 |
| D HARRISBURG | 41.28 | 49.20 |
| E READING | 56.75 | 48.80 |
| F WILKES-BARRE | 05.82 | 08.69 |
| G YORK | 68.08 | 55.57 |
| H ALTOONA | 42.86 | 35.94 |
| I DUBOIS | 53.59 | 57.93 |
| J JOHNSTOWN | 20.62 | 29.46 |
| K WILLIAMSPORT | 16.11 | 09.67 |
| L ERIE | 26.11 | 21.18 |
| M NEW CASTLE | 45.22 | 48.40 |
| N PITTSBURGH | 90.99 | 89.43 |
| O WASHINGTON | 34.46 | 40.52 |

**SUCCESS RATE (26+08+26+28+30)**

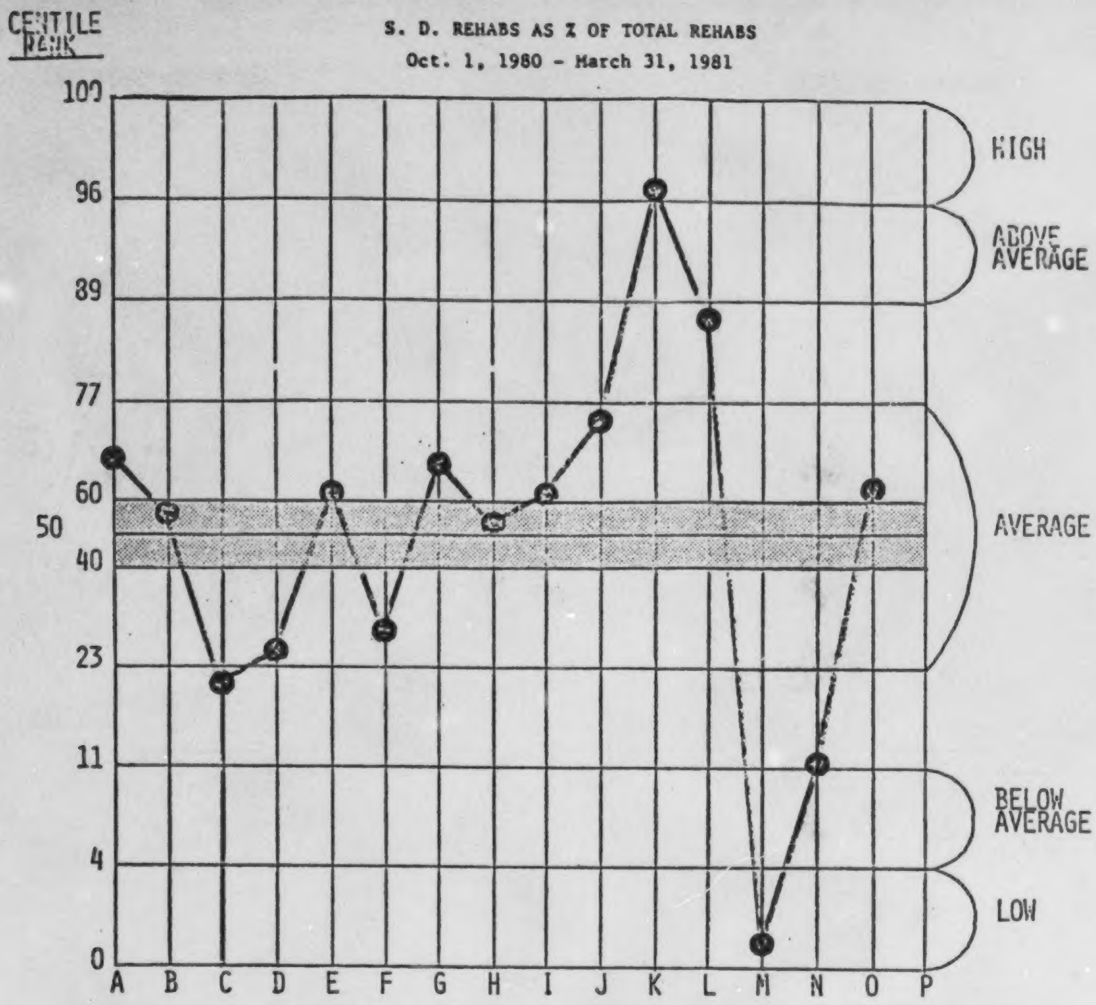
**Oct. 1, 1980 - March 31, 1981**



| | z-SCORE | |
|---|---|---|
| | FY 1980 | FY 1981 |
| A PHILADELPHIA | 04.27 | 02.81 |
| B ROSEMONT | 28.10 | 33.00 |
| C ALLENTOWN | 79.95 | 91.31 |
| D HARRISBURG | 35.57 | 25.14 |
| E READING | 61.03 | 70.54 |
| F WILKES-BARRE | 93.82 | 68.44 |
| G YORK | 22.38 | 39.74 |
| H ALTOONA | 26.11 | 37.07 |
| I DUBOIS | 36.32 | 25.14 |
| J JOHNSTOWN | 26.43 | 39.36 |
| K WILLIAMSPORT | 75.49 | 77.04 |
| L ERIE | 9.51 | 09.67 |
| M NEW CASTLE | 73.89 | 83.15 |
| N PITTSBURGH | 76.11 | 46.41 |
| O WASHINGTON | 95.25 | 96.86 |

## S. D. REHABS AS % OF TOTAL REHABS

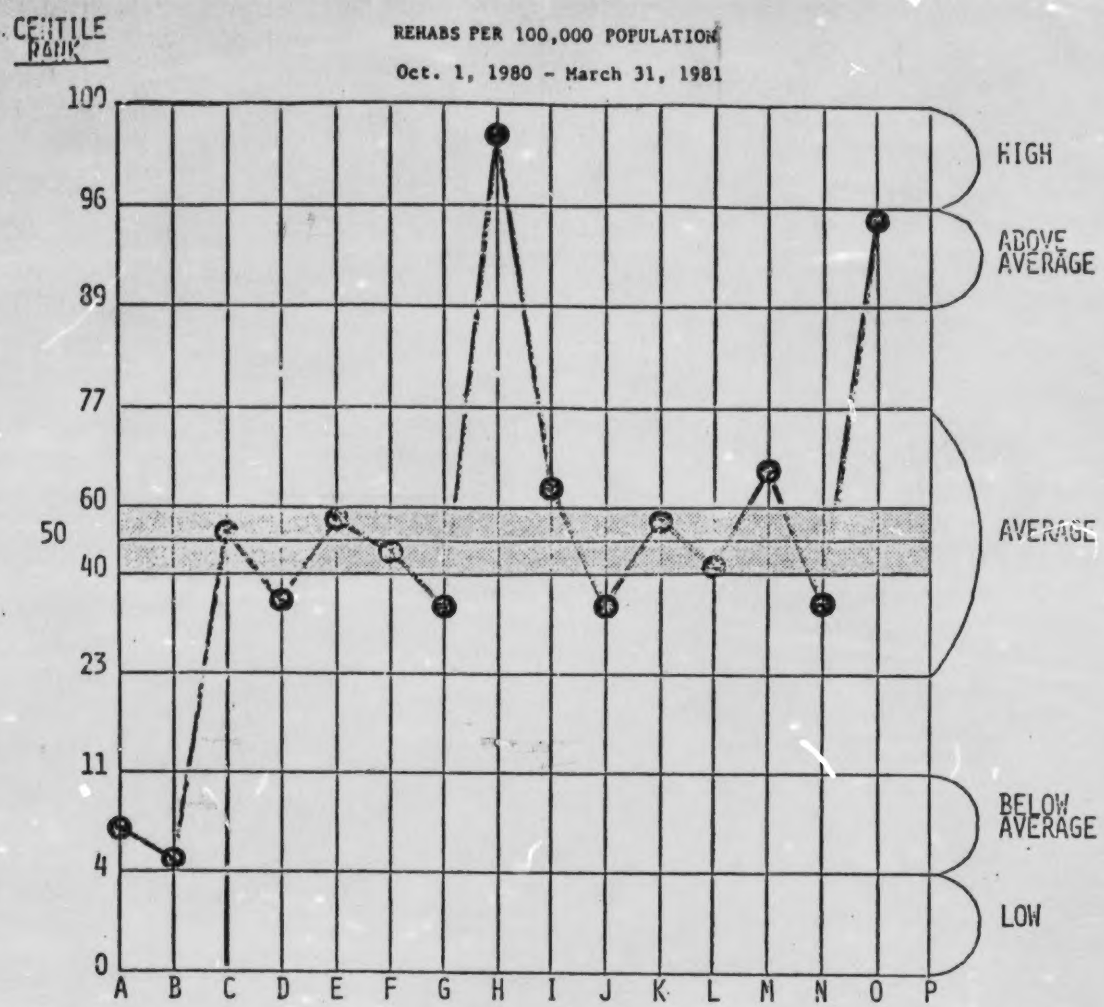
Oct. 1, 1980 - March 31, 1981



| | z-SCORE FY 1980 | z-SCORE FY 1981 |
|---|---|---|
| A Philadelphia | 18.94 | 67.36 |
| B Rosemont | 57.53 | 56.36 |
| C Allentown | 22.36 | 20.61 |
| D Harrisburg | 21.18 | 25.14 |
| E Reading | 65.91 | 62.17 |
| F Wilkes-Barre | 5.71 | 28.10 |
| G York | 52.39 | 66.28 |
| H Altoona | 87.70 | 53.59 |
| I DuBois | 76.11 | 61.79 |
| J Johnstown | 55.17 | 73.89 |
| K Williamsport | 98.12 | 96.25 |
| L Erie | 53.98 | 87.08 |
| M New Castle | 16.85 | 00.97 |
| N Pittsburgh | 10.03 | 11.12 |
| O Washington | 70.54 | 62.93 |

**REHABS PER 100,000 POPULATION**

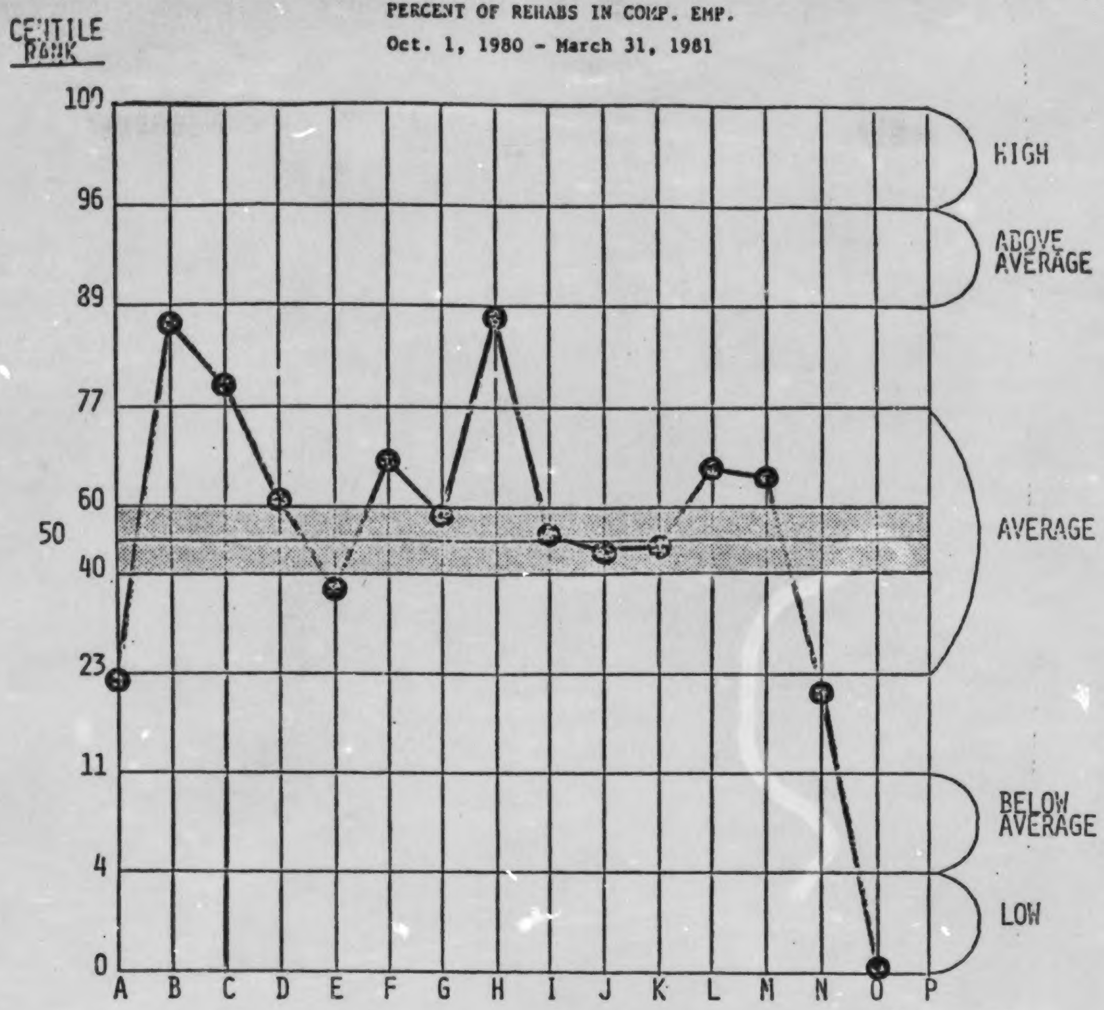
**Oct. 1, 1980 - March 31, 1981**



| | z-SCORE | |
|---|---|---|
| | FY 1980 | FY 1981 |
| A PHILADELPHIA | 04.95 | 06.68 |
| B ROSEMONT | 03.07 | 04.95 |
| C ALLENTOWN | 44.04 | 53.59 |
| D HARRISBURG | 46.41 | 35.20 |
| E READING | 39.36 | 56.75 |
| F WILKES-BARRE | 85.99 | 46.41 |
| G YORK | 23.58 | 33.36 |
| H ALTOONA | 98.12 | 98.78 |
| I DUBOIS | 84.13 | 64.06 |
| J JOHNSTOWN | 29.12 | 33.36 |
| K WILLIAMSPORT | 59.10 | 56.36 |
| L ERIE | 48.80 | 41.68 |
| M NEW CASTLE | 58.32 | 65.54 |
| N PITTSBURGH | 63.68 | 33.36 |
| O WASHINGTON | 64.80 | 95.54 |

## PERCENT OF REHABS IN COMP. EMP.

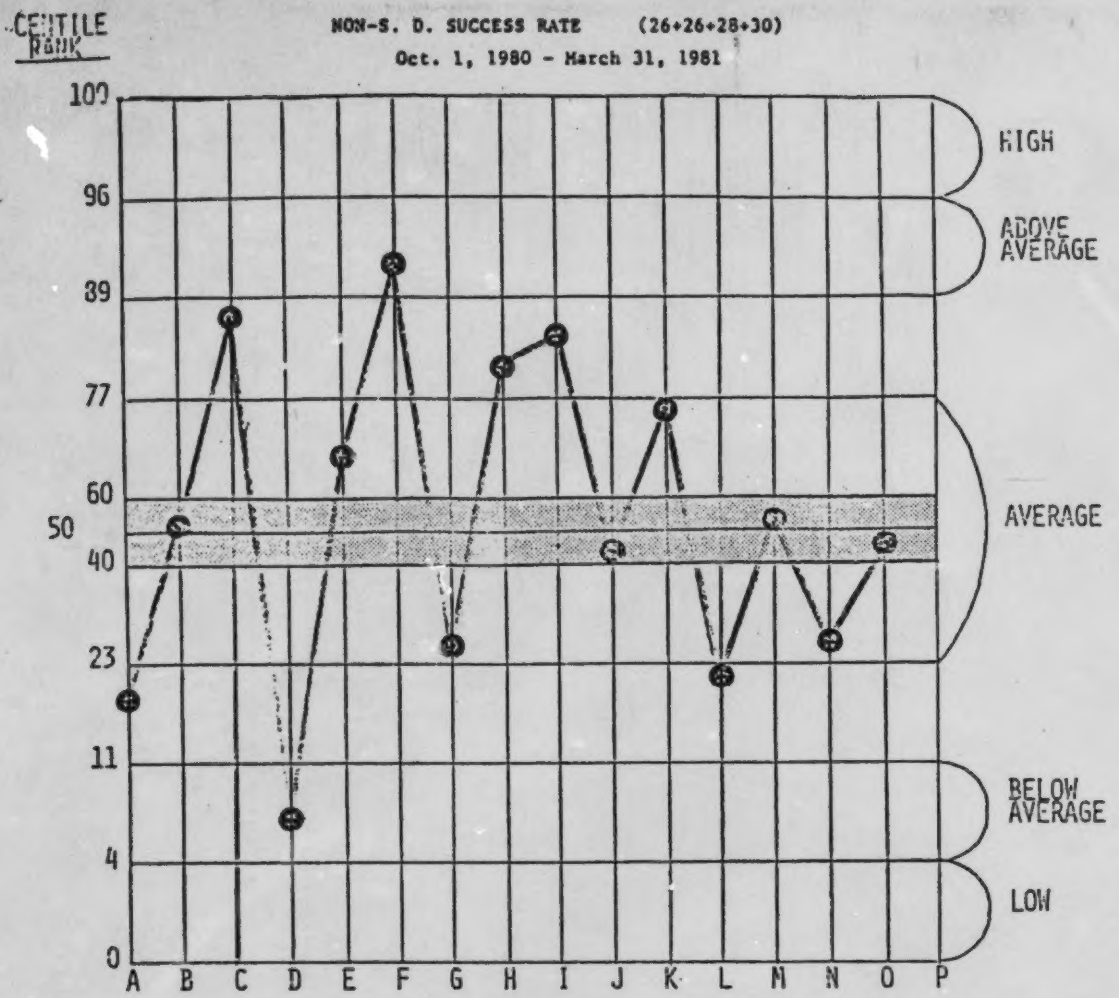
Oct. 1, 1980 - March 31, 1981



|  | z-SCORE |  |
|---|---|---|
|  | FY 1980 | FY 1981 |
| A PHILADELPHIA | 13.14 | 22.36 |
| B ROSEMONT | 86.65 | 87.29 |
| C ALLENTOWN | 74.54 | 79.67 |
| D HARRISBORG | 71.90 | 61.41 |
| E READING | 35.82 | 36.32 |
| F WILKES-BARRE | 85.89 | 68.44 |
| G YORK | 63.32 | 57.14 |
| H ALTOONA | 73.57 | 88.10 |
| I DUBOIS | 48.80 | 51.90 |
| J JOHNSTOWN | 40.13 | 47.61 |
| K WILLIAMSPORT | 12.10 | 48.40 |
| L ERIE | 87.70 | 66.28 |
| M NEW CASTLE | 66.28 | 64.43 |
| N PITTSBURGH | 11.51 | 20.33 |
| O WASHINGTON | 02.22 | 00.17 |

**NON-S. D. SUCCESS RATE (26+26+28+30)**

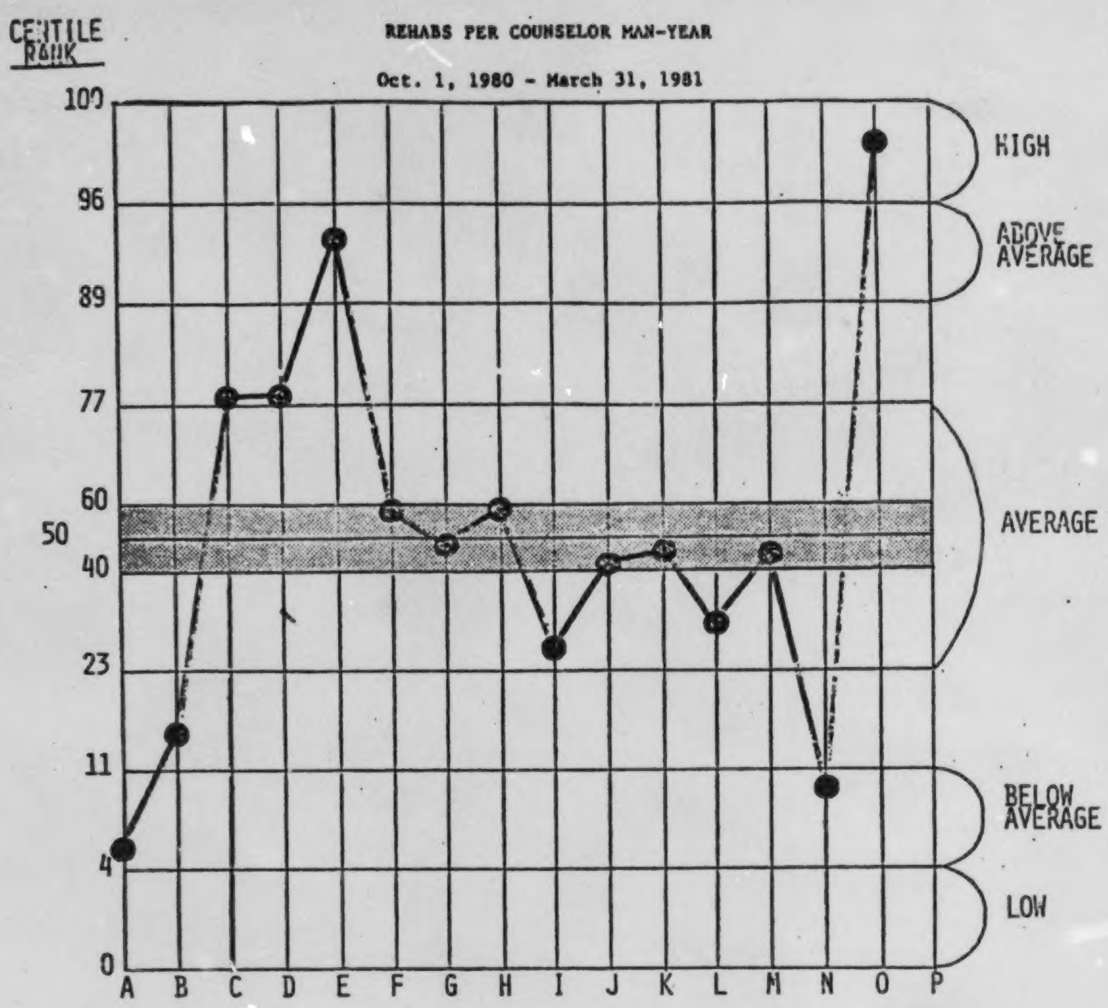
**Oct. 1, 1980 - March 31, 1981**



| | z-SCORE FY 1980 | z-SCORE FY 1981 |
|---|---|---|
| A PHILADELPHIA | 10.57 | 18.20 |
| B ROSEMONT | 08.23 | 52.39 |
| C ALLENTOWN | 77.93 | 87.29 |
| D HARRISBURG | 20.61 | 06.94 |
| E READING | 83.89 | 67.00 |
| F WILKES-BARRE | 98.46 | 91.92 |
| G YORK | 48.01 | 25.14 |
| H ALTOONA | 78.82 | 81.06 |
| I DuBOIS | 89.43 | 85.08 |
| J JOHNSTOWN | 38.59 | 43.25 |
| K WILLIAMSPORT | 43.25 | 75.80 |
| L ERIE | 26.43 | 21.18 |
| M NEW CASTLE | 33.36 | 52.17 |
| N PITTSBURGH | 44.83 | 26.11 |
| O WASHINGTON | 20.90 | 45.22 |

**REHABS PER COUNSELOR MAN-YEAR**

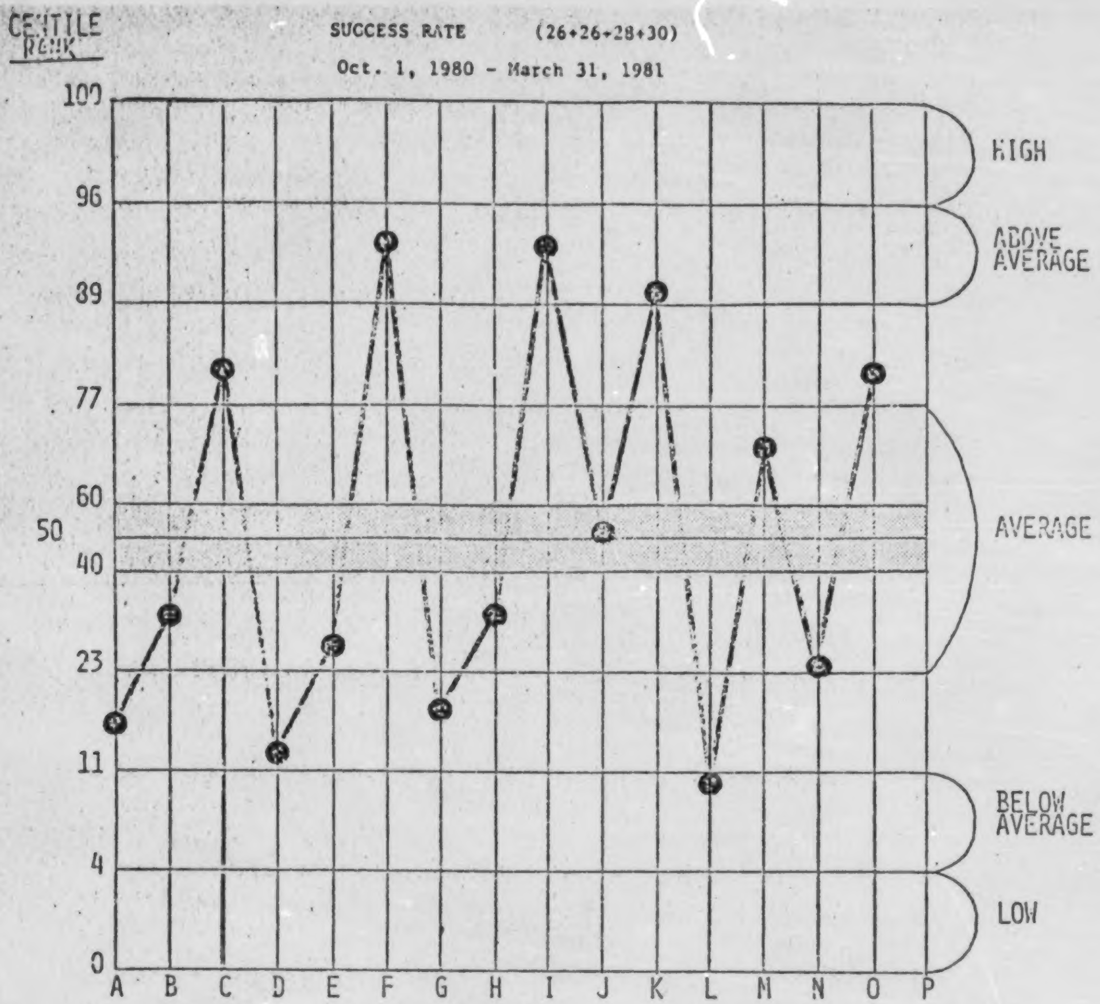
**Oct. 1, 1980 - March 31, 1981**



| | z-SCORE FY 1980 | z-SCORE FY 1981 |
|---|---|---|
| A Philadelphia | 01.62 | 05.26 |
| B Rosemont | 09.67 | 14.69 |
| C Allentown | 86.86 | 77.34 |
| D Harrisburg | 30.15 | 77.34 |
| E Reading | 56.36 | 93.70 |
| F Wilkes-Barre | 98.78 | 58.72 |
| G York | 30.15 | 48.40 |
| H Altoona | 61.41 | 59.10 |
| I DuBois | 44.43 | 26.76 |
| J Johnstown | 53.19 | 42.47 |
| K Williamsport | 71.90 | 46.02 |
| L Erie | 38.21 | 30.85 |
| M New Castle | 47.21 | 44.83 |
| N Pittsburgh | 48.80 | 9.67 |
| O Washington | 70.54 | 98.08 |

SUCCESS RATE (26+26+28+30)

Oct. 1, 1980 - March 31, 1981



| | | z-SCORE | |
|---|---|---|---|
| | | FY 1980 | FY 1981 |
| A | PHILADELPHIA | 29.46 | 16.85 |
| B | ROSEMONT | 04.27 | 31.56 |
| C | ALLENTOWN | 55.18 | 81.33 |
| D | HARRISBURG | 38.59 | 12.92 |
| E | READING | 37.72 | 27.09 |
| F | WILKES-BARRE | 98.93 | 93.70 |
| G | YORK | 18.67 | 17.36 |
| H | ALTOONA | 53.59 | 31.56 |
| I | DUBOIS | 94.74 | 92.92 |
| J | JOHNSTOWN | 22.07 | 51.20 |
| K | WILLIAMSPORT | 56.64 | 89.97 |
| L | ERIE | 26.76 | 10.20 |
| M | NEW CASTLE | 44.83 | 69.15 |
| N | PITTSBURGH | 66.28 | 23.58 |
| O | WASHINGTON | 53.19 | 80.78 |

# PROFILE ANALYSIS TECHNIQUE IN THE PENNSYLVANIA GENERAL BUREAU OF VOCATIONAL REHABILITATION

## EVOLUTION

The Rehabilitation Act of 1973, Public Law 93-112, which was mandated by the 93rd Congress, states that the Department of Health, Education and Welfare and the State Rehabilitation Agencies conduct studies to evaluate the Rehabiliation Program. These regulations were published in the Federal Register, Volume 40, Number 245 on Friday, December 19, 1975 and were submitted to the states in Program Instruction Memorandum RSA-76-39 July 22, 1976 and IM 76-70, April 27, 1976, so that these regulations became effective in the states in Fiscal Year 1976. These instructions dealt specifically with the nine Program Evaluation Standards.

With the advent of these nine program evaluation standards came the need for a technique that could be used to make comparisons of Pennsylvania's data with those of other states and the nation. This was responsible for the start of the present BVR profiles.

Ten outcome variables were utilized from 1975 to 1977 and in 1978 Average Cost per Case was deleted from the composite factors and two new factors were added to make the present eleven outcome variables for the state and fifteen district offices.

Ten Item Evaluation Profile (PA General State and fifteen district offices)

P. 1. Average Rehabilitations per Counselor Man-Year

This factor was utilized to equate performance by counselor with time spent on the job. In essence it was how many rehabilitations the district office counselors produced for the time worked.

P. 2. Total Rehabilitation Success Rate from the Active Load $\frac{26}{26,28,30}$

This measure looked at the number of cases accepted and successfully rehabilitated, compared to the number of failures.

Q. 3. Severely Disabled Success Rate

This measure was put into the profile to place added emphasis on serving and rehabilitating the severely disabled clients, and to measure their success rate compared to the non-severely disabled clients.

P. 4. Non-Severely Disabled Success Rate

This measure shows the success rate of the non-severely disabled.

Q. 5. Percent of Rehabilitations in Competitive Employment

This is a measure to place emphasis on putting BVR clients back into the competitive work force.

E. 6. Average Cost per Cases Rehabilitated (inverted) cases service cost

This item was to measure cost of rehabilitation services by district office.

P. 7. Rehabilitations per 100,000 population

This measure was utilized to show equity of services throughout the counties in the state and for the BVR profiles equity of services to the rehabilitated clients in the district offices.

Q. 8. Severely Disabled Rehabilitations as a Percent of Total Rehabilitations

The percent of total district office rehabilitations each district office closed as severely disabled rehabilitations. This measure was utilized to emphasize the severely disabled clients being rehabilitated, because at the time that the profiles were originated BVR was mandated to expand services to the severely disabled to 50% of its active and closed caseload by 1980.

Q. 9. The Rehab Success Rate for all Closures

This measure was placed in the BVR profile to emphasize the evaluation process before accepting a client for BVR services.

26

26,28,30,08

Q 10. The Percent of Public Assistance Rehabs compared to Total Rehabs

This measure was added to emphasize the priority the federal and state governments put on putting public assistance clients back to work. (not homemakers)

Composite of Profile Factors

P = Production Factor......4
Q = Quality Factor.........5
E = Economic Factor........1
Total Factors.........10

These ten rehabilitation variables were used to measure and evaluate rehabilitation progress because they combined the federal emphasis on quantity, quality, and economic cost. In addition they:

1. emphasized federal and state priorities in State Plan and Program and Financial Plan
2. were familiar terms to the rehabilitation-oriented Bureau staff
3. seemed to have been the best indicators of success under limited financial conditions over the lifespan of the Bureau operation

Fiscal Year 1978 marked a change in the BVR profiles. Two new items were added to the original profile (excluding Average Cost per Rehabilitation) making an eleven item profile. Average Cost per Rehabilitation was retained as an indicator of cost for the district office, but because of atypical situations in Bureau rehabilitation cost, this factor was not used in calculating the district office composite score.

Two new measures added were Average Earnings per Rehabilitant and Average Increase in Earnings per Rehabilitant. These two new factors were added to reflect the financial improvement in clients' earnings, or lack of it. The BVR profile now had 2 economic, 4 production factors and five quality factors for a total of 11 outcome variables.

## SCOPE OF STUDY

The investigator in this study takes into consideration the impact that these eleven outcome rehabilitation variables have had on the program, first in each district office than the state and finally as a "single" composite score to measure their total impact on program efficiency. Each of the eleven program measures is also evaluated from its base line or origin for its impact on program improvement, efficiency and meeting program needs, goals and objectives.

## PROBLEM STATEMENT

An objective method was needed to evaluate all the subjective performance factors that are contained in making successful a people-oriented rehabilitation program.

This objective method was needed to evaluate and combine all the subjective component parts of each individual objective performance success variable (four production factors, five quality factors and two economic factors). These factors were then combined in an overall objective performance standard.

## PURPOSE

To express in one score, a weighted index of program performance that measures the extent to which the agency has fulfilled the mission of the VR legislation--employment of the handicapped, with primary emphasis on serving and rehabilitating the severely disabled client.

The PAT (Profile Analysis Technique) is designed to work at the national, state, regional, district and individual counselor levels to show on a visual profile, equal objective measures of program success--rehabilitation of the handicapped.

The PAT mechanism was selected because of its simplicity in computation, ease of interpretation, flexibility and it is multi-variable oriented.

The Profile Analysis Technique is also adaptable to changing program priorities and client needs and identifies potential problem areas and program needs.

PAT is a mechanism which enables the Pennsylvania General Bureau of Vocational Rehabilitation to push the priorities of the State Plan, Federal Program and Financial five-year plans. PAT can be utilized in projecting program needs as mandated for each by the U.S. Department of Education for Rehabilitation Services Administration and for the State Budget Office.

The Profile Analysis Technique is an ongoing program of evaluation research in measuring program progress and success.

The analytical techniques measure all impact indicators. Sociological: How many clients can now function independently in the home? Economic: How much of an earnings increase did the client or clients have between earnings at referral and earnings at closure and statewide this had a minimum effect of adding $94 million to the state's economy for Fiscal Year 1980. Cost Benefit: How many public assistance recipients were removed from the public welfare roles in Fiscal Year 1980 and how many dollars did this save the taxpayers of the state? The savings in public welfare cost was approximately $6 million in Fiscal 1980. Program Efficiency: How many disabled clients were rehabilitated? Rehabilitation per 100,000 population shows how many rehabilitations compared to the total population available and the success rate shows how many rehabilitations from the number of cases received.

The use of standard scores to show equality of distribution under the normal curve (probability curve) was utilized through the use of Standard z-scores to make objective comparisons of program progress.

## RESEARCH METHODOLOGIES

The research design employed in this analysis is essentially a comparison of the eleven proven program measures of success measured from a base year 1976 (before) and program progress achieved at the end of the fiscal year (after). A weighted composite of these eleven factors is then utilized to evaluate total district, region and state progress. Standard scores were utilized to make valid individual parameter comparisons and a composite eleven-measure score utilized to arrive at a wieghted comparison between State, Regional and District of all performance measures. Data sources are the computer Client Master File, which is a statistical file of 128 items and 387 field positions and a Case Cost History File of 30 items and 120 field positions.

## METHODS

The rehabilitation output variables were selected for the study by the use of the Delphi Method. Delphi forecasting is a widely-used technique for the systematic development of expert opinion consensus concerning the future. This approach is in essence the utilization of the expertise of the rehabilitation program administrative staff to come up with the most important factors in the success of the joint Federal-State rehabilitation programs.

The second technical approach we utilized was measures of central tendency, utilizing the normal curve distribution. The eleven output variables were then converted to standard scores so that the data variables could be compared for evaluation purposes.

The third technical approach we utilized was a subjective-objective assessment procedure where we utilized standard scores to combine the eleven outcome variables in a total district and state profile.

We analyzed the state's statistical indicators of program achievement and from them selected the eleven proven indicators of program success and areas of service priority that were written into the State Plan and mandated federal program priorities. The data was derived from the RSA-300, Case Service Report and the normal curve distribution using z-scores was utilized to compare and standardize the data. The impact that we were evaluating that data for, was the reason behind and the method that caused success, for one measure in one district, but relatively poor performance for that same measure in another district. The data that was evaluated was for Fiscal 1976-1980. Computer programs were utilized to secure the RSA-300 data in the tabular format necessary to work up the profiles.

The PAT profile is distributed to the State, Region and District Office Administrators on a quarterly visual profile (see attached example).

## Report Writing (Impact)

Program progress over base year 1976 was achieved in the state composite raw percentage scores for each year from 1976 to 1980.

The state composite raw percentage scores for eight of the original ten rehabilitation factors evaluated increased over base year 1976.

The percentage of severely disabled cases rehabilitated increased from 38 percent in 1976 to 56 percent in 1980.

The rehabilitation success rate, of $\frac{26}{26,28,30}$ climbed from 65 percent in 1976 to 74 percent in 1980. The success rate for the severely disabled cases rehabilitated climbed from 59 to 69 percent. Impact indicators of other areas of program improvement were as follows:

| Pennsylvania General Agency | 1976 | 1980 |
|---|---|---|
| 1. Rehabilitations per counselor man-year | 49 | 53 |
| 2. Non-Severely Disabled Success Rate | 70 | 80 |
| 3. Rehabilitations per 100,000 population | 179 | 189 |
| 4. Percent of Public Assistance rehabs to total rehabs | 23 | 26 |
| 5. Total success rate $\frac{26}{26,28,30,08}$ | 27 | 42 |

The average case service cost per case rehabilitated went from $870 in 1976 to $901 in 1980, an increase of four percent and considering the double digit inflation of this period and the change in the caseload mix to severely disabled clients, this achievement was only possible through considerable team effort on the part of the BVR administrators and counselors to control costs. For example, consider the difference in case service cost of the severely disabled rehabs vs. non-severely disabled rehabilitations for Fiscal 1980. The severely disabled cost per rehabilitation was $1,069 compared to $690 for non-severely disabled cases rehabilitated. The percent of cases in competitive employment dropped six percent from 69 to 63 percent from 1976 to 1980, primarily because the Bureau was building up its ability to serve and rehabilitate clients whose prognosis to function in the competitive labor market was not as high as the non-severely disabled clients. Please note that the Bureau success rate, $\frac{26}{26,28,30}$, for cases for the non-severely disabled clients closed in competitive employment was 75 percent compared to 53.5 percent for severely disabled clients. The range between these two success rates was 21.5 percent indicating the increasing difficulty of placing the severely disabled in competitive employment.

In Fiscal 1978 two new items were added to the original profile (excluding Average Cost per Rehabilitation) making an eleven item profile. These two items were Average Earnings per Rehabilitant and Average Increase in Earnings per Rehabilitant. These two new factors were added to reflect the financial improvement in the clients' earnings or lack of it. The Average Earnings per Rehabilitant has increased from $97 in 1978 to $103 in 1980, while the Average Increase in Earnings per Rehabilitant has risen from $72 in 1978 to $75 in 1980.

The composite scores for the fifteen district offices showed that all districts fell within the average when all eleven factors of program success were equally combined. See attached copy of composite district scores which showed that District H had the highest composite score.

In rehabilitations per counselor man-year two district offices scored in the low and one in the below average range. An evaluation of the primary reasons behind these low scores is necessary to determine whether we have atypical circumstances in these districts or whether we just need more emphasis on productivity per counselor. In District Office A we find over 40% public assistance cases and over fifty percent severely disabled cases as the primary reason behind the low production per counselor man-year. The important point to note is that the composite score for all ten factors listed shows District Office A fell well within the low average range when compared with the composite scores of all district offices. In the success rate for cases closed from the active load, two district offices moved from the below average range into the average, and one district from the average range to the below average range. The point to remember here is that district office progress or lack of progress is shown on a comparison scale. A district may improve its raw score as shown on the percentage scale and still drop in its performance scale because it did not improve as much as the other district offices. District Office C had a large number of severely disabled clients rehabilitated and this was one of the prime reasons why its success rate was low, both from the active load and for the total success rate. The performance of the non-severely disabled cases as to total success rate shows a need for program improvement in this area for District Office C.

In the evaluation of the number of rehabilitations placed in competitive employment, District Offices A and I were low and show a need for program improvement.

One significant factor in average cost per case was the fact that District Office J had a large number of cases in the BVR state-operated Hiram G. Andrews Rehabilitation Center located in that district. This rehabilitation center deals primarily with the severely disabled and most clients stay at the center when receiving services. District Office O case costs were also higher because of the large number of college cases.

In rehabilitations per 100,000 population, the profile showed the need for additional counselors in District Offices C and A to serve all the handicapped clients in these areas.

In the number of severely disabled clients as a percentage of the total cases rehabilitated, District Office F was low and the profile pointed out a need for this district to serve more severely disabled clients.

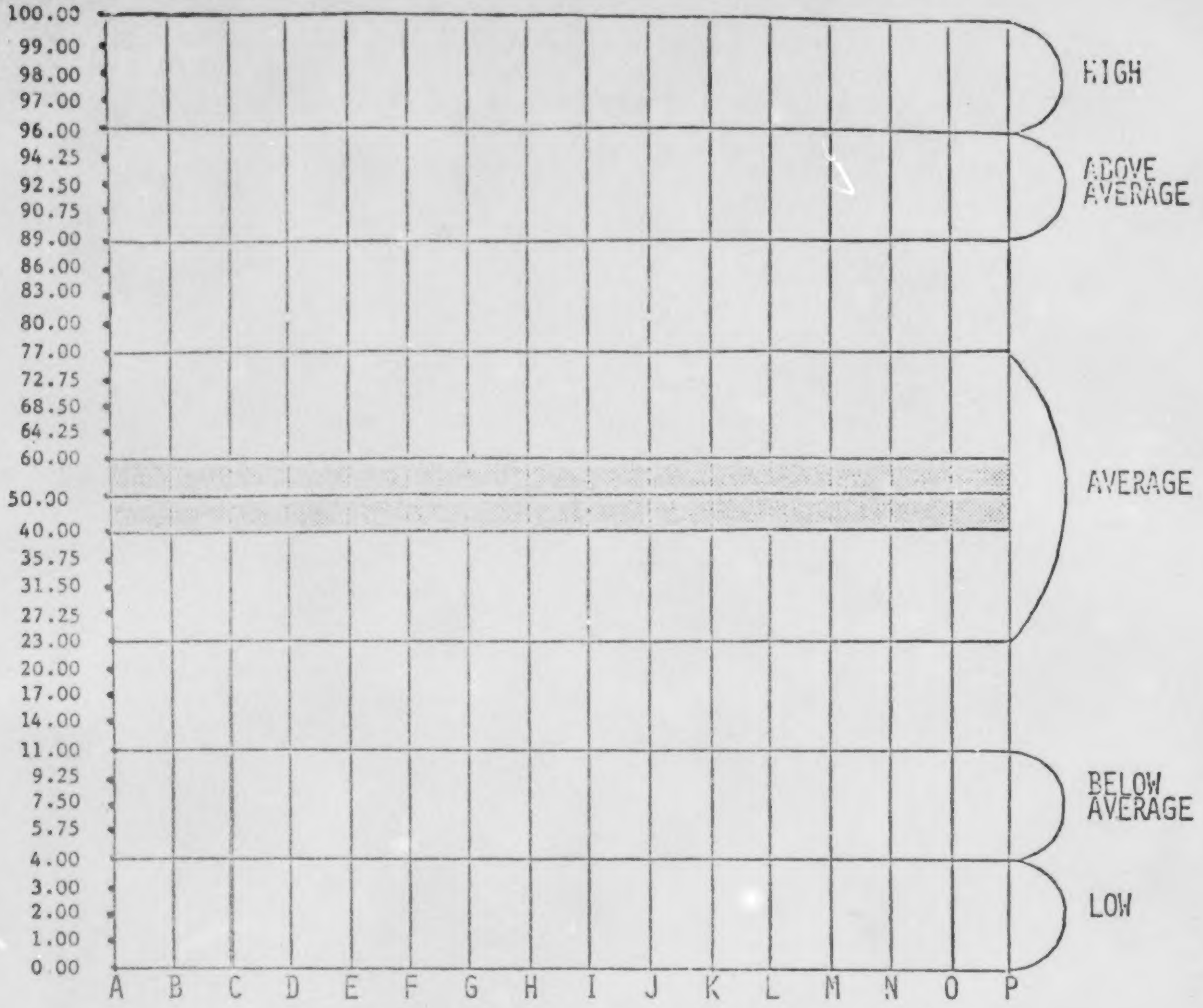
The success rate of all cases closed from referral and the active caseload showed that District Office A and District Office B were below average in having success with their clients closed from referral and the active caseload.

The primary reason behind this appears to be the large number of public assistance clients and severely disabled clients in District Office A. The below average success rates for District Office B appear to be caused by the large number of clients that are placed in competitive employment.

## SUMMARY

The Profile Analysis Technique point out areas of program strength and weaknesses to the program district administrators; it shows as an impact indicator the rehabilitations per 100,000 population; and how well the offices are serving the handicapped in specific areas of the state. It calls for action and recommends change when areas of low program achievement are identified. In essence, this profile has shown that on the PAT Scale all BVR district offices for the composite scale are doing about equally well. It does show, however, that on related items, each district has areas where program improvement can be generated in serving and employing the handicapped population of the state.

All this requires a constant evaluation and development of the dependent and independent variables that make up the success in the field of rehabilitation. To accomplish this the barriers of communication and coordination must be eliminated and the counselor, the supervisor, and the manager must work together as a team to develop a profile in which as a working member of the team each has input and faith in its ability to be as objective a standard as possible in dealing with evaluating clients and vocational rehabilitation success.



z-SCORE

FY 1980 FY 1981

A PHILADELPHIA

B ROSEMONT

C ALLENTOWN

D HARRISBURG

E READING

F WILKES-BARRE

G YORK

H ALTOONA

I DuBOIS

J JOHNSTOWN

K WILLIAMSPORT

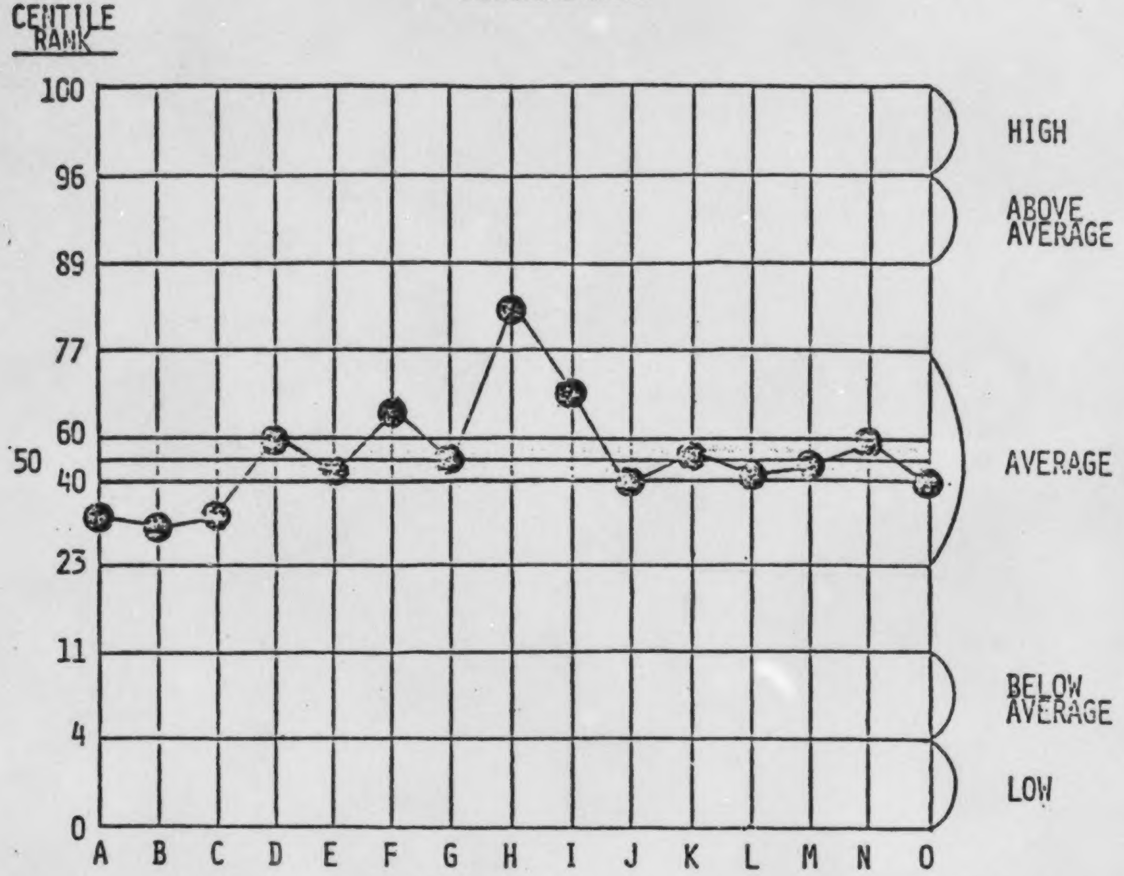
L ERIE

M NEW CASTLE

N PITTSBURGH

O WASHINGTON

## STATE
## COMPOSITE SCOPE



|  | Z-SCORE |  |  | Z-SCORE |  |
|---|---|---|---|---|---|
|  | FY | FY |  | FY | FY |
| A | 35.75 | 34.47 | I | 73.25 | 67.90 |
| B | 24.97 | 31.42 | J | 40.79 | 41.44 |
| C | 52.23 | 34.27 | K | 56.89 | 53.73 |
| D | 58.77 | 59.18 | L | 39.64 | 42.69 |
| E | 48.21 | 45.60 | M | 46.66 | 45.50 |
| F | 55.33 | 64.73 | N | 50.63 | 56.29 |
| G | 64.66 | 50.51 | O | 25.04 | 40.14 |
| H | 75.55 | 83.48 |  |  |  |

## REFERRAL PROFILE OPEN CASES

1. Acceptance rate for public referral sources using referral source codes 14, 20, 32, 34, 38, 40, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 80, 81.
2. Acceptance rate for private referral sources using referral source codes 10, 12, 16, 19, 22, 24, 29, 30, 39, 44, 60, 62, 69.
3. Acceptance rate for individual referral source using referral source codes 70, 72, 79.
4. Acceptance rate for referral source code 50 and SSDI/SSI code 1.
5. Acceptance rate for referral source code 50 and SSDI/SSI codes 2, 3, 4, 5.
6. Average months in status 00 for all cases currently in status 00. (Inverted)
7. Average months in status 02 for all cases currently in status 02. (Inverted)
8. Acceptance rate (excluding 08 from 00).

$$\frac{\text{10 or higher}}{\text{10 or higher plus 08 from 02 + 06}}$$

9. The rate of cases closed status 08 from 00. (Inverted)

$$\frac{\text{08 from 00}}{\text{(08 from 00) + applicants}} \text{ (status 02}$$

10. The rate of cases closed status 08 from 02. (Inverted)

$$\frac{\text{08 from 02}}{\text{(08 from 02) + accepted}}$$

## PROCESS PROFILE MEASURES

1. Acceptance or eligibility rate

   This is the number of individuals determined to be eligible for services.

   $$\frac{\text{Cases Accepted (Status 10)}}{\text{Cases Accepted and Closed (status 08)}}$$

2. Average processing time from 00-10. (Inverted)

   The average number of months from referral to cases accepted.

3. Percent of plans written to number of cases accepted.

4. Average processing time from status 10 through closure. (Inverted) Average number of months from acceptance to status 26 closure.

5. The average number of months from plan development to plan completed. (Inverted) i.e., Status 10-14 or higher.

6. Average number of months from referral to closure for 26's. (Inverted) i.e., 00-26.

7. Average number of months from IWRP initiation to 26 closure. (Inverted) i.e., 14 or higher to 26.

8. Average current fiscal year cost per cases served 02-39 including closed cases.

   (Inverted) $$\frac{\text{Status 02-39 total fiscal year expenditures}}{\text{02-39 total cases served with fiscal year dollars}}$$

9. Rate of delinquent annual comprehensive reviews. (Inverted)

   $$\frac{\text{District Office Delinquent Cases}}{\text{Total to be reviewed each month + delinquent cases}}$$

10. Average number of SD to total open cases statuses 06-39.

    $$\frac{\text{SD Open Cases 06-39}}{\text{All Open Cases 06-39}}$$

11. Percent of accepted cases (status 10) working at referral.

    $$\frac{\text{Cases accepted (status 10) with W.S. of 1 or 3 at referral}}{\text{All accepted (status 10) cases}}$$

## FACTORS FOR SUGGESTED OUTCOME PROFILE

1. Average rehabilitations per counselor man-years.
2. Total rehabilitation Success Rate from the active load.

$$\frac{26}{26,\ 28,\ 30}$$

3. Severely Disabled Success Rate.
4. Percent of rehabilitations in competitive employment.
5. Rehabilitations per 100,000 population.
6. The rehabilitation Success Rate for all closures.
7. The percent of public assistance rehabs to total rehabs.
8. Average Earnings per Rehabilitant closed in competitive employment (WS 1 & 3)
9. Average Increase in Earnings per Rehabilitant closed in competitive employment (WS 1 & 3).
10. Percent of Similar Benefit services use on cases closed.

$$\frac{\text{SB services } 26 + 28 + 30 + 08 \text{ from } 06}{\text{ALL services } 26 + 28 + 30 + 08 \text{ from } 06}$$

11. Success Rate for the competitively employed SSDI cases with SGA of \$70.00 or more per week.

$$\frac{\text{SSDI cases with SGA of \$70.00 or more per week}}{\text{Total SSDI rehabilitations having a SSDI control code of 1 or 9}}$$

12. Success Rate for the competitively employed SSI cases with SGA of \$70.00 or more per week.

$$\frac{\text{SSI cases with SGA of \$70.00 or more per week}}{\text{Total SSI rehabilitations having a SSI control code of 1 or 9}}$$

13. Percent of post-employment cases served in the district office.

$$\frac{\text{PE cases served}}{\text{Status 26 closures in previous fiscal year}}$$

14. Percent of No Cost cases rehabilitated (\$35.00 or less)

$$\frac{\text{Total No Cost cases Status 26 closures}}{\text{Total Status 26 closures}}$$

## TEN PREDICTOR VARIABLES TO CONSIDER WHICH AFFECT SUCCESS RATE AND ARE PRESENTLY ON THE COMPUTER FILE

1. Sex
2. Education
3. Client-Counselor Relationship[1]
4. Time from Referral to Service Initiation
5. Total Number in Family: 0 to
6. Age
7. (1) Urban, (2) Rural (Geographic area)
8. Average cost per case
9. Primary Source of Support at Referral
10. Number of Services Provided

[1] 1 = Accepted for services 3

2 = Refused services Status 28 = -3; 30 = -2

3. Failure to Cooperate 28 = -3; 30 = -2

4. Cannot Locate 28 = -3; 30 = -2

# *CASE REVIEW PROCESS*
# *IN*
# *PROGRAM EVALUATION*

360

## *TABLE OF CONTENTS*

*I Case Review Process*

*II Attachments to Case Review Process*

To define program evaluation on a state level it is very useful to identify procedures for utilization of information to improve decision making in vocational rehabilitation program planning, monitoring and revision. (Handbook of Program Evaluation Studies, Michigan Rehabilitation Research, 1978) This review of current state rehabilitation agency program evaluation studies further states that program evaluation studies can be divided into three broad areas: A) input studies which provide information for use in program planning, B) process studies which provide information for use in program monitoring, and C) outcome studies which provide information for use in program revision or change. In this article our attention will be devoted to the process studies in program evaluations studies.

A process study such as a case review system is concerned with the case service patterns within the rehabilitation process. Examples of the type of information gathered from a case review system might be: A) delayed movement of clients' cases in the rehabilitation process, B) percentages of eligibility of served clients, and C) suitability of selection of clients' vocational objectives. This type of compiled data would provide the appropriate people in the agency's case service, policy and planning sections a "nitty gritty" information base for change, modification, development and implementation of policy and procedure.

For example, we can determine through statistical data the existing time frames in the movement of clients' cases from referred status to eligibility status. If we develop a standard of three months as an acceptable time frame for that movement we might learn that in 20% of our cases there is delayed movement. With this statistical information as a base a case review could be conducted on the 20% delayed movement cases to determine reasons for the delay. An analysis of the case review findings would provide sufficient case service information to implement case service policy changes, modifications, or clarifications.

Above all a case review process should attempt to meet the specific needs of the individual VR agency using the process. In Pennsylvania we feel that we *have a structured case review process that does meet our particular needs and allows for input from many levels.*

*The structured process begins with our field operations organization. The agency organization provides for four regional offices, each supervising the field activities of several district offices. A case service evaluator is assigned to each of these regional offices. But though these regional case service evaluators are assigned to the regional administrators, the central office Administrator of Evaluation maintains continuous and direct contact with the four to coordinate and direct case service evaluation activities. This dual supervision and control assures a thorough integration of staff and line activities in program evaluation and provides for the continuous flow of information to and from field activities.*

*The attached diagram (Figure 1) describes the relationships between the Central Office, Regional Office and District organization and the case review process. Utilizing this organizational structure, Pennsylvania's Case Review Process has the following objectives:*

1. *Evaluate documentation for State and Federal compliance.*
2. *Identify the strong and weak areas in case service patterns.*
3. *Evaluate the understanding of existing policy and procedures.*
4. *Identify inadequate policy and procedure.*
5. *Standardize, as much as possible, the interpretation and implementation of policy and procedure.*
6. *Promote a positive concept of evaluation's role within the vocational rehabilitation process context.*

*With these objectives in mind the following system has been developed to implement the Case Review Process in Program Evaluation in Pennsylvania. This system has been further enhanced by Pennsylvania being a model unit state. Depending upon the Case Review and the circumstances the steps outlined can be modified. (Figure 2 is a synthesis of the Case Review Process)*

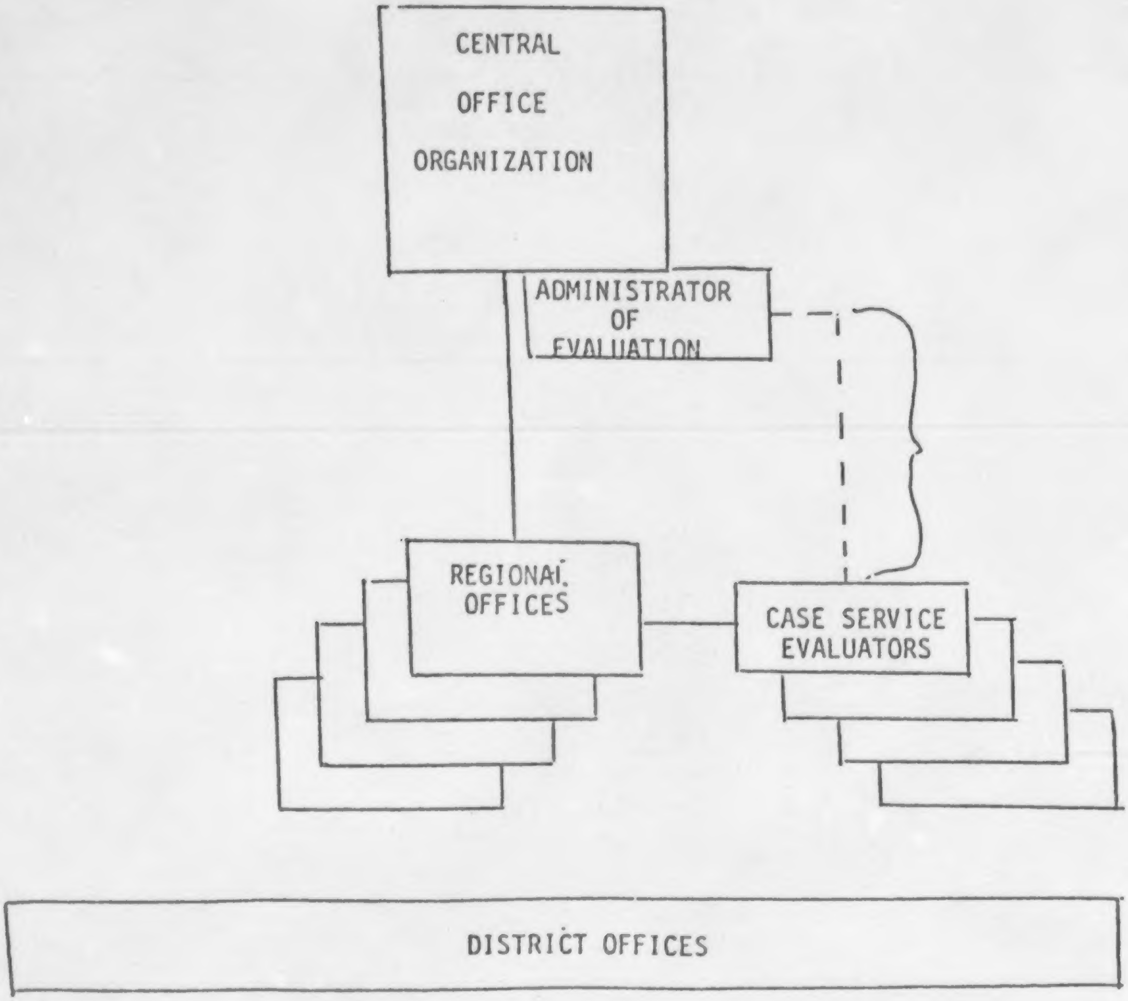
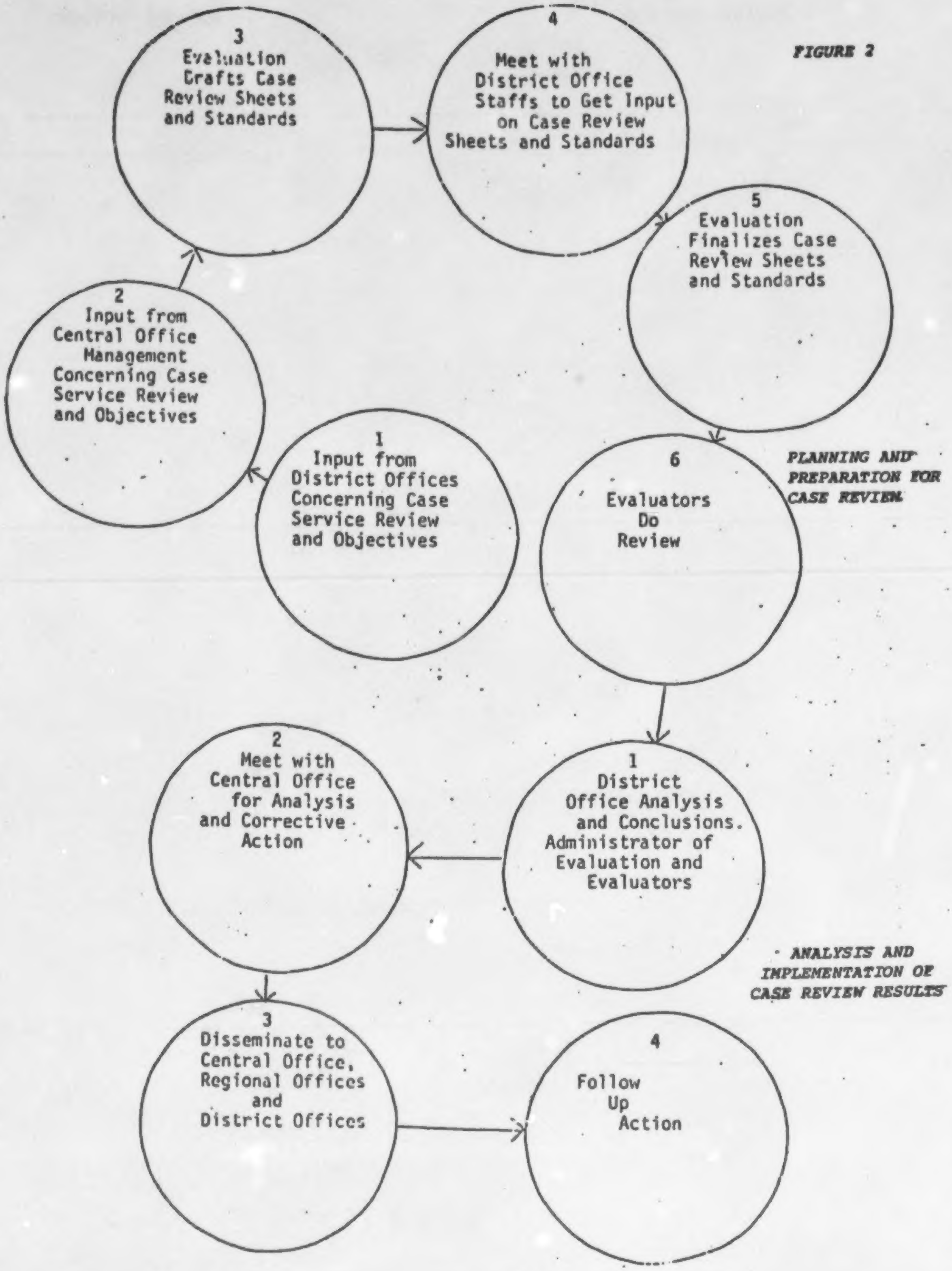

CENTRAL
OFFICE
ORGANIZATION
ADMINISTRATOR OF EVALUATION
REGIONAL OFFICES
CASE SERVICE EVALUATORS
DISTRICT OFFICES

FIGURE 2


1 Input from District Offices Concerning Case Service Review and Objectives
2 Input from Central Office Management Concerning Case Service Review and Objectives
3 Evaluation Crafts Case Review Sheets and Standards
4 Meet with District Office Staffs to Get Input on Case Review Sheets and Standards
5 Evaluation Finalizes Case Review Sheets and Standards
6 Evaluators Do Review
PLANNING AND PREPARATION FOR CASE REVIEW
1 District Office Analysis and Conclusions. Administrator of Evaluation and Evaluators
2 Meet with Central Office for Analysis and Corrective Action
3 Disseminate to Central Office, Regional Offices and District Offices
4 Follow Up Action
ANALYSIS AND IMPLEMENTATION OF CASE REVIEW RESULTS

Following the below outlined key steps, a reference to an attachment is noted. This attachment is an example of the described step.

I. Selection by Office of Administrator for Evaluation of Case Service Area for Review.

   A. Obtain input from a representative sampling of District Office personnel concerning Case Service areas that might be reviewed and the objectives for such review. District Office personnel might be District Administrator, Assistant District Administrator and supervisors.

   B. Obtain input from Central Office Management concerning the Case Service areas that might be reviewed and the objectives and purposes for suggested reviews. (See Attachment 1)

   C. Through the above input crystallize and select a Case Service area for review and state the objectives of the review. (See Attachment 2)

   D. Advise Case Service Evaluators of Case Service area to be reviewed.

II. Development of Case Review Sheet and Standards.

   A. Each Regional Case Service Evaluator develops a list of appropriate questions to be used for the intended Case Review, and a copy of each list is sent to each of the other Case Service Evaluators and to the Administrator for Evaluation.

   B. The lists of questions are reviewed at the regular monthly meeting of the Evaluators with the Administrator for Evaluation - reviewed for the purposes of deletion, addition, changes and the compilation of a single list.

   C. Following the above meeting and prior to the next monthly meeting each Evaluator selects a few cases to review with the single list for appropriateness of the questions, and again completes his or her own list, which again is sent to each of the other Evaluators and to the Administrator of Evaluation for review.

   D. At the second meeting the Evaluators again review the questions together and complete a final list of questions with standards, with categorization of areas of prime importance, using, if possible, an existing base of information such as R-300.

E. Following the second meeting each Evaluator pretests the final questions and standards by reviewing 15 cases of his or her own choosing.

F. At a third meeting the list of questions used in the 15 Case Reviews are discussed. A question item analysis of the Case Review Sheet is performed for uniform interpretation and increased interrater reliability. (See Attachment 3)

G. The Case Review Sheet and Standards are drawn up and completed by the group as a whole at this third meeting.

H. The final draft of the Case Review Sheet and Standards is presented to the appropriate Central Office management level for its review and input, and to a representative sampling of District Administrators for their review and input.

I. Office of the Administrator of Evaluation finalizes the Case Review Sheet and Standards. (See Attachment 4)

III. Case Review

A. Meeting of Regional Case Service Evaluators to Reinforce Interrater Reliability.

1. At a regular monthly meeting of the Evaluators, or a special meeting called for that purpose there is discussion of interpretation of policy and procedure.
2. Standards and Case Review Sheet to be used are thoroughly reviewed.
3. Evaluators review a case with the developed Case Review Sheet and Standards.
4. Question interpretation for Case Review Sheet is developed.

B. Selection by office of Administrator of Evaluation of Cases to be Reviewed.

1. *Computer is used for selection of random and stratified sampling of cases to be reviewed. (See Attachment 5)*
2. *Printout of client information is obtained and given to Case Service Evaluators.*
3. *Assistant Director of Field Operations notifies Regional Administrators and District Administrators of date of review, and the Administrator of Evaluation provides them with a list of cases to be reviewed.*

C. *When Case Review is completed one copy of the Case Review Sheet is given to the District Administrator, one copy is sent to the Administrator of Evaluation and the original is kept by the Regional Case Service Evaluator. (See Attachment 6)*

D. *Case Service Evaluator prepares a summary of the evaluation findings in each district. (See Attachment 7)*

IV. *Utilization of Case Review*

A. *Conference of District Office and Regional Office Personnel.*

1. *Allowing at least three weeks for District Office staff to review evaluation findings the Regional Administrator establishes a date for a conference with District Office personnel including the District Administrator, Assistant District Administrator and District Office Supervisors. Regional Office personnel are the Regional Administrator, Assistant Regional Administrator and Regional Case Service Evaluators.*
2. *Evaluation findings are reviewed and discussed - strong and weak areas identified, problem case service patterns and areas pinpointed, need for clarification or modification of procedures studied, etc.*
3. *District Office gives its evaluation of the evaluation results, and presents the procedure or method it intends to use to disseminate and utilize evaluation results and to implement corrective action where necessary.*

4. Procedures to be used for follow-up are discussed.

B. Report of Case Review and Evaluation Conference by Regional Office.

Following the Case Review and Evaluation Conference the Case Service Evaluator and Regional Administrator submit a report on the conference to the Administrator of Evaluation, which report includes: (See Attachment 8)

1. Identification of problems in and recommendations for solutions to such problems in case service areas.
2. The expressed opinions of the District Office regarding the Case Review.
3. An outline of the District Office's plans for dissemination and utilization of the Evaluator's findings to supervisors and counselors, and plans for implementation of corrective action where deemed necessary.

C. Report of Administrator of Evaluation.

Following the receipt by the office of the Administrator of Evaluation of all completed evaluation review forms, District Office Summary Evaluations and reports of District Office Case Evaluation Conferences the procedure is as follows:

1. The material from the case reviews is compiled, reviewed and evaluated. (See Attachment 9)
2. The Administrator of Evaluation, after analyzing the case review data, drafts a report of conclusions and recommendations.
3. The draft is presented to various Central Office management levels (Director, Assistant Director, Planning Section, Field Operations, and the Training Section) for review and input.
4. To obtain a user's perspective several District Administrators asked for input on both content and format of the draft.
5. The final product, written by the Administrator of Evaluation, is distributed to the Director, Assistant Director, Planning Section, Field Operations, Training Section, Regional Administrators and District Administrators. (See Attachment 10)

*D. Implementation of Changes.*

1. *The Administrator of Evaluation and staff meet with Assistant Director of the agency and appropriate central office staff to discuss implementation of recommendations based on the final report. Final decisions on acceptance or rejection of recommendations and implementation of changes are made by the Assistant Director.*
2. *The staff of the Administrator of Evaluation and the Regional Case Service Evaluators are available as resource people to those involved in the implementation of changes.*

*V. Follow-up*

*Following completion of the implementation procedures, the Regional Case Service Evaluators, as directed by the Administrator of Evaluation, spot check to determine if directed changes are, in fact, being implemented.*

*To date in Pennsylvania we have been utilizing our Case Review Process for approximately three years, have gained meaningful experiences and added another dimension to our evaluation program. The fact that our experience with Case Review has been positive is due, we feel, in a large measure to careful planning and preparation, trained personnel and the commitment of top management people. For any evaluation program to have real meaning and value a strong commitment by top management is an absolute necessity - we are fortunate in Pennsylvania to have this. No less important is an adequate and trained staff of case reviewers which not only insures that the work will be done correctly but establishes credibility with the field staff, another important factor in the success of any evaluation program. The four full time case service reviewers were trained for approximately three months before assuming the responsibilities of their new positions. The careful planning and preparation that is necessary includes the preparation of the field staff to accept the evaluation process.*

*As Eric Hoffer states in his book, The Ordeal of Change, (1963), "Even in* *slight things the new is rarely without some stirring of foreboding." All agencies, at one time or another, have had some type of case reviews. However, if an agency develops and implements a structured and permanent case review process as part of policy there may be some "stirrings of foreboding ". To prevent this we suggest an awareness type of training at all levels prior to the implementation of the case review process. The purpose of this training would be to present the how, why and where of the case review system. If personnel are aware of the purposes and procedures there will be a minimum of stirring. In Pennsylvania we produced a video tape of the Case Review Process through our Training Section. This video tape was shown in each of our 15 District Offices. Following the showing of the tape a team of BVR personnel made up of individuals from Case Service Section, Evaluation Section, and Training Section were available for questions and comments. In attendance at these meetings were all personnel in the District Office, and our experience with this training and the outcome were very positive.*

*The Case Service Review Process, like program evaluation in general, is neither simple nor easy, but in Pennsylvania we have found it well worth the effort.*

ATTACHMENT 1

OA-501 12-67

COMMONWEALTH OF PENNSYLVANIA

June 27, 1980

**SUBJECT:** Case Review

**TO:** District Administrators
Attn: Placement Counselors

**FROM:** Joseph P. Weir
Administrator
Systems Development Section
Per: Kendall J. Fleming
Placement Coordinator

A Case Review on selection of vocational goals and assigned D.O.T. codes by the Evaluation Section and the Case Service Evaluators will begin July 1, 1980. Placement Counselors will be asked to participate in this review by determining job availability in their area. The evaluator will complete a Log of Vocational Goal Selection and Job Availability (see attached) to include all cases reviewed for each district. The evaluator will complete columns 1, 2 and 3 during the case review. Placement Counselors will be asked to complete item 4 "Job Availability In Area" with a Yes or No response. Item 4 should be completed by Placement Counselors using the expertise and knowledge of the local labor market and will not require individual case file review.

Should you have questions regarding participation in this review, please feel free to contact me. Thank you for your usual cooperation.

cc: Mr. Latz
Mr. Kennedy
Mr. Williams
Mr. Guise
Mr. Brandt
Regional Administrators
Evaluators

KJF:ka

OA-501 12-67

ATTACHMENT 2
COMMONWEALTH OF PENNSYLVANIA

June 9, 1980

SUBJECT: Case Review

TO:
Regional Administrators
District Administrators
Case Service Evaluators

FROM:
Adolph Latz
Assistant Director

A Case Review on selection of vocational goal and assigned DOT codes by the Evaluation Section and the Case Review Evaluators will begin on July 1, 1980, since the District Office Placement Counselors have expressed concerns about the correctness of the DOT code that is assigned to the vocational goal and the appropriateness of the selection of the vocational objective.

The correctness of the above information is necessary to assist counselors in the client vocational selection process.

Through this Case Review we will determine, on a statewide sampling basis, the prevalency of these concerns.

The results of the Case Review will be used by the Placement Specialists to develop training or modify existing training programs, if necessary, to Placement Counselors.

cc: Mr. Hagan
Mr. Kennedy
Mr. Williams
Mr. Guise
Mr. Weir
Mr. Fleming

CASE REVIEW SHEET OF VOCATIONAL OBJECTIVE ATTACHMENT 5

| | | DICK | | | SANDY | | | PAUL | | | GEORGE | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CASE | YES | NO | NA | YES | NO | NA | YES | NO | NA | YES | NO | NA | YES | NO | NA |
| 1. Is client's work history recorded? | (26) | 1 | | | 1 | | | 1 | | | 1 | | | 4 | | |
| | (28) | 1 | | | 1 | | | 1 | | | | 1 | | 3 | 1 | |
| 2. Is DOT code correct for the stated vocational goal on the BVR-194? | (26) | 1 | | | 1 | | | 1 | | | 1 | | | 4 | | |
| | (28) | 1 | | | 1 | | | | 1 | | | 1 | | 2 | 2 | |
| 3. Was extensive vocational goal counselling required? | (26) | | 1 | | | 1 | | | 1 | | | 1 | | | 4 | |
| | (28) | | 1 | | | 1 | | 1 | | | 1 | | | 2 | 2 | |
| 4. If Yes to Question 3, was it provided? | (26) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| | (28) | | | 1 | | 1 | | | 1 | | | 1 | | | 3 | 1 |
| 5. Vocational goal on BVR-194 realistic in terms: | | | | | | | | | | | | | | | | |
| A. Disability and limitations? | (26) | 1 | | | 1 | | | 1 | | | 1 | | | 4 | | |
| | (28) | 1 | | | 1 | | | 1 | | | 1 | | | 4 | | |
| B. Available job opportunities? | (26) | 1 | | | 1 | | | 1 | | | 1 | | | 4 | | |
| | (28) | 1 | | | 1 | | | 1 | | | 1 | | | 4 | | |
| C. Skills? | (26) | 1 | | | 1 | | | 1 | | | 1 | | | 4 | | |
| | (28) | | 1 | | 1 | | | | 1 | | | 1 | | 1 | 3 | |
| 6. Was vocational objective changed (BVR-195)? | (26) | | | 1 | | 1 | | | 1 | | | 1 | | | 3 | 1 |
| | (28) | | | 1 | | | 1 | | 1 | | | 1 | | | 2 | 2 |
| 7. Is DOT code correct for the stated vocational goal on the BVR-195? | (26) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| | (28) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| 8. Was extensive vocational goal counselling required? | (26) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| | (28) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| 9. If Yes to Question 8, was it provided. | (26) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| | (28) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| 10. Vocational goal on BVR-195 realistic in terms: | | | | | | | | | | | | | | | | |
| A. Disability and limitations? | (26) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| | (28) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| B. Available job opportunities? | (26) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| | (28) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| C. Skills? | (26) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| | (28) | | | 1 | | | 1 | | | 1 | | | 1 | | | 4 |
| Total | | 9 | 3 | 16 | 10 | 4 | 14 | 9 | 6 | 13 | 8 | 7 | 13 | 36 | 20 | 56 |
| Percent of "Yes" | | 75% | | | 71% | | | 60% | | | 53% | | | 64% | | |

ATTACHMENT 4 3/80

## CASE REVIEW SHEET OF VOCATIONAL OBJECTIVE

Y = Yes
N = No
N/A = Not Applicable

Status:________

CLIENT: AGE: CASE NUMBER D. O.

| | ANS.: | COMMENTS: |
|---|---|---|
| 1. Is client's work history recorded? | | |
| 2. Is D.O.T. code correct for the stated vocational goal on the BVR-194? | | |
| 3. Was extensive vocational goal counselling required? | | |
| 4. If Yes to Question 3, was it provided? | | |
| 5. Vocational goal on BVR-194 realistic in terms:<br>A. Disability and limitations? | | |
| B. Available job opportunities? | | |
| C. Skills? | | |
| 6. Was vocational objective changed (BVR-195)? | | |
| 7. Is D.O.T. code correct for the stated vocational goal on the BVR-195? | | |
| 8. Was extensive vocational goal counselling required? | | |
| 9. If Yes to Question 8, was it provided? | | |
| 10. Vocational goal on BVR-195 realistic in terms:<br>A. Disability and limitations? | | |
| B. Available job opportunities? | | |
| C. Skills? | | |

ATTACHMENT 4

3/80

## GUIDELINES FOR CASE REVIEW OF VOCATIONAL OBJECTIVE

| | REFERENCE: |
|---|---|
| 1. Emphasis should be placed upon the client's employment history (principal employers, length of employment, and duties and responsibilities). If the client has no work history, this fact should be recorded or indicated. | Rev. RPM 402.02 to 402.036<br>BVR 104 Rev. 6/75 |
| 2. Vocational goals should be defined on the IWRP. Correct DOT should be inserted and may reflect two digits (occupational grouping or job family). Should an old R-11 be the basis for the vocational objective, no DOT may be shown and should, therefore, be considered not applicable. | 76-430.20 |
| 3. This question should be answered YES or NO, and the latter is not considered a negative response. Extensive vocational goal counseling should be documented in the selection of the vocational goal. Where a prima facie vocational goal is shown such as job retention, the judgment of the Evaluator may be that extensive vocational goal counseling is not required. | RPM 409<br>76-430.20 |
| 4. If, in the judgment of the Evaluator, extensive vocational goal counseling should be provided, the case narrative or progress notes should reflect that such counseling occurred. If no such recordings are in the case file, the response should be NO. If the Evaluator finds that extensive vocational goal counseling was not required, then the response should be NOT APPLICABLE. | RPM 404<br>76-430.20 |
| 5. The selection of the vocational objective should be justified and an explanation of how and why the client and counselor reached this decision. The vocational objective should coincide with the client's work tolerance, performance ability, skills and knowledge, occupational orientation, attitudes, and understanding of responsibilities.<br>A. The physical and mental demands are compatible with the physical and mental limitations of the client and other personal factors.<br>B. Employment opportunities should be considered at the time of the selection of the vocational objective. | RPM 417<br>76-430.20 |

**REFERENCE:**

   C. Client has sufficient skills, is adequately prepared for the job.

6. Confirmation, revision, or major modification of the original goal is included in the amendment along with the rationale for the change. 76-430.20

7. See Guideline No. 2.

8. See Guideline No. 3.
Counseling and Guidance should be documented in the change of the vocational objective.

9. See Guideline No. 4.

10. See Guideline No. 5.

ATTACHMENT 4

## QUESTION INTERPRETATION

## FOR

## VOCATIONAL OBJECTIVE REVIEW SHEET

1. YES - Work history is recorded (look for job title, weekly earnings, and period worked for each job during work life).

   NO - Job title, weekly earnings or period worked not stated for one or more jobs. Explain under "COMMENTS".

   NA - Client has never worked.

2. YES - D.O.T. Code is correct for stated V.O. as per job and D.O.T. Code list issued at evaluator meeting. Two digit code is required. Four digit code is required for homemaker (5999).

   NO - D.O.T. Code is not correct for stated V.O. Explain under "COMMENTS".

   NA - Case is old and has no IWRP. V.O. is recorded on case narrative without D.O.T. co

3. YES - Evaluator judgement - consider total case contents (consider: client had never work psychological testing; on-the-job training; other training; client's emotional stat client's unrealism; client's vocational handicap.)

   NO - Client is returning to or continuing work at same job (i.e., client is getting a wornout artificial limb replaced).

   NA - Do not use.

4. YES - Evaluator judgement - proof that extensive counseling was provided is documented on case narrative or case progress note.

   NO - Proof that extensive counseling was provided is not documented on case narrative or case progress note. Explain under "COMMENTS".

   NA - Use when question No. 3 is answered "NO".

5A YES - Evaluator judgement - Based on documented disabilities and limitations, it appears that client should be able to perform the stated V.O. competitively.

   NO - Evaluator judgement - Based on documented disabilities and limitations, it appears that client will not be able to perform the stated V.O. competitively. Explain under "COMMENTS".

   NA - Do not use.

5B. YES - Jobs are available.

NO - Jobs are not available - client would have to relocate, etc.

NA - Do Not use.

5C. YES - Evaluator judgement - Based on work history; Education; test results; on-the-jo training; diagnostic work evaluation; or training; it appears that client does possess sufficient skills to perform the vocational objective competitively.

NO - Evaluator judgement - Based on work history; education; test results; on-the-job training; diagnostic work evaluation; or training; or a combination of any of the above, client does not appear to possess sufficient skills to perform the vocational objective competitively.

NA - Do not use.

6. YES - Vocational objective was changed as recorded on BVR-195.

NO - Vocational objective was not changed. DO NOT ANSWER QUESTIONS 7,8,9, AND 10.

NA - Do not use.

7. Use question interpretation data under question number 2.

8. Use question interpretation data under question number 3.

9. Use question interpretation data under question number 4.

10 Use question interpretation data under question number 5.

```
[illegible]  PROGRAM EVALUATION RUN CONTROL TOTALS        04/09/80
                                                    ATTACHMENT 5
DISTRICT  FOR STATE EVALUATION   FOR DISTRICT EVALUATION

NUMBER    CASES SELECTED         READ CASES  SELECTED CASES

 01             0                    27           27
 02             0                    49           49
 03             6                    55           55
 04             0                    39           39
 05             3                    33           33
 06             2                    28           28
 07             5                    29           29
 08             0                    44           44
 09             3                    30           30
 10             2                    35           35
 11             8                    53           53
 12             0                    42           42
 13             0                     0            0
 14             0                    30           30
 15             6                    28           28
 16             6                    27           27
STATE          41                     0          549
   RANDOM NUMBERS READ              3,310
   RANDOM NUMBERS DISCARDED         2,750
   DIRECT ACCESS RECORDS READ       1,050
   DIFFERENT D.A. RECORDS READ      1,038
   TOTAL RECORDS ON FILE           28,135
   TOTAL RECORDS USED                 589
```

VRRRLACK DATE 04/03/80

DISTRICT RECORDS

| | | | | |
|---|---|---|---|---|
| 2% | 01 | 01351 | 27 | 1-4 |
| 2% | 02 | 02468 | 49 | 5-8 |
| 1% | 03 | 05554 | 55 | 9-12 |
| 2% | 04 | 01934 | 39 | 13-16 |
| 2% | 05 | 01663 | 33 | 17-20 |
| 3% | 06 | 00958 | 28 | 21-24 |
| 4% | 07 | 00736 | 29 | 25-28 |
| 2% | 08 | 02201 | 44 | 29-32 |
| 3% | 09 | 00997 | 30 | 33-36 |
| 2% | 10 | 01730 | 35 | 37-40 |
| 2% | 11 | 02661 | 53 | 41-44 |
| 2% | 12 | 02080 | 42 | 45-48 |
| | 13 | 00000 | | 49-52 |
| 2% | 14 | 01506 | 30 | 53-56 |
| 3% | 15 | 00936 | 28 | 57-60 |
| 2% | 16 | 01360 | 27 | 61-64 |
| | FF | 00000 | 549 | 5 |

RECORDS READ 28135

| | |
|---|---|
| Region I | 102 |
| Region II | 152 |
| Region III | 127 |
| Region IV | 168 |
| | 549 |

ATTACHMENT 6

## Altoona District Office
## TALLY SHEET
## VOCATIONAL OBJECTIVE CASE REVIEW
33 Cases

| | Yes | % | No | % | n/a | % |
|---|---|---|---|---|---|---|
| 1. Is client's work history recorded? | 16 | 72.7 | 6 | 27.3 | 11 | |
| 2. Is D.O.T. Code correct for the stated goal on the BVR 194? | 33 | 100.0 | 0 | 0.0 | 0 | |
| 3. Was extensive vocational goal counseling required? | 20 | 60.6 | 13 | 39.4 | 0 | |
| If Yes, was it provided? | 9 | 45.0 | 11 | 55.0 | 13 | |
| 4. Vocational goal on BVR-194 realistic in terms of: | | | | | | |
| A. Disability and Limitations | 29 | 87.9 | 4 | 12.1 | 0 | |
| B. Available Job Opportunities | 25 | 75.8 | 8 | 24.2 | 0 | |
| C. Skills | 19 | 95.0 | 1 | 5.0 | 13 | |
| 5. Was vocational objective changed (BVR-195)? | 3 | 9.1 | 30 | 90.9 | 0 | |
| 6. Is D.O.T. Code correct for the stated vocational goal on the BVR-195? | 3 | 100.0 | 0 | 0.0 | 0 | |
| 7. Was extensive vocational goal counseling required? | 3 | 100.0 | 0 | 0.0 | 0 | |
| If Yes, was it provided? | 3 | 100.0 | 0 | 0.0 | 0 | |
| 8. Vocational goal on BVR-195 realistic in terms of: | | | | | | |
| A. Disability and Limitations | 3 | 100.0 | 0 | 0.0 | 0 | |
| B. Available Job Opportunities | 2 | 66.7 | 1 | 33.3 | 0 | |
| C. Skills | 2 | 100.0 | 0 | 0.0 | 1 | |

OA-301 12-67

**ATTACHMENT 7**

COMMONWEALTH OF PENNSYLVANIA

October 30, 1980

SUBJECT: Altoona District Office Summary Evaluation of Vocational Objectives

TO: Harry W. Guise, Administrator
Evaluation Section

FROM: William J. Arnold, Administrator
Region III
Per: Paul E. Saupp, Case Evaluator

P.E.S.

The following summary evaluation provides an explanation of the results of the recent vocational objective review conducted in the Altoona District Office. All items will be reviewed where necessary, to indicate areas of weakness and strength. The findings are as follows:

Item 1 - This item was one of the weakest in the review since six of the cases did not have an adequate work history, although sixteen of the applicable cases did have one. The main discrepancy was failure to give detailed employment histories, including major gaps without explanation, as well as omission of length of employment in some cases. Since the employment history is the foundation for proper goal planning, it seems a structured history should be re-instituted to facilitate securing complete employment histories.

Item 2 - This was a very strong area in that all cases reviewed recorded the correct D.O.T. code.

Item 3 - Twenty of the thirty-three cases reviewed required extensive vocational counseling since the clients had no employment history, were uncertain of their goal direction, or needed a new objective because of the employment handicap caused by the clients' disabilities and physical limitations. The remaining thirteen cases did not require extensive vocational counseling since they planned on returning to previous employment or they had sufficient work experience which would have eliminated the need for extensive vocational counseling. In addition, these disabilities and limitations were such that extensive vocational counseling was not recessary.

Item 4 - This was the weakest item in the review since eleven of the twenty cases that required vocational counseling did not receive it. Again, the results point out the need for emphasis of the provision of vocational counseling as an important professional aspect of vocational rehabilitation. Considering the amount of funds spent for providing client services, as well as the effort expended by the counselors in the rehabilitative process, it seems that it is incumbent upon us to justify the vocational decisions that are being made on behalf of our clients. Also, when one considers how important the selection of a realistic vocational objective is in the ultimate success or failure of the client in securing suitable employment, it becomes more apparent that the foundation of success is adequate goal planning, including effective vocational counseling provided by the counselor. Only in this manner can we provide a logical and professional basis for the decision-making process in rehabilitation.

Item 5a - Generally a strong area since only four cases of the thirty-three reviewed did not indicate that the vocational goals on the BVR-194 were realistic in terms of the clients' disabilities and limitations. All selected vocational objectives were incompatible with the clients' limitations and, therefore, the evaluator did not believe the clients would be able to perform the work. In some cases, especially those receiving physical restoration, the benefit of doubt must be given the counselor since the evaluator was unable to make a judgement as to the improvement to be gained in the clients' physical condition through restoration. Overall, the selection of vocational objectives seemed to be handled in a satisfactory manner by the counselors.

Item 5b - Since about a third, or eight cases, of the thirty-three reviewed did not have available job opportunities to match the selection of vocational goals in the clients' home counties, this seemed to be a relatively weak area. The lack of available job opportunities could, in these cases, be related to a poor selection of vocational objectives because of the absence of vocational counseling in these cases. One aspect of this item that was overlooked was the matter of relocation. Since we only considered the counties where the clients resided, a negative response could have been listed on the placement counselor's list of job opportunities, but, in reality, the clients would have relocated in some cases if opportunities were available.

Item 5c - A very good response to this item since in only one case of twenty reviewed the client did not seem to possess the skills necessary to perform the selected vocational objective. In thirteen cases the arrangements were made for the clients to acquire the necessary job skills through training.

Item 6 - The vocational objectives were changed in three of the thirty-three cases reviewed.

The comments previously stated in items two through five would apply to all remaining items in the review; i.e., items seven through ten.

In summary, the Altoona District Office evaluation revealed that work histories on the BVR-104 need to be more detailed and complete, vocational counseling needs much greater attention since it was the weakest area, and more emphasis should be placed on selecting vocational objectives that have greater job opportunities available. Otherwise, the areas reviewed such as correct D.O.T. codes, selection of realistic vocational goals in respect to disabilities, limitations, and skills were handled in a very satisfactory manner by the counselors.

PES/lmd

OA-501 12-77 COMMONWEALTH OF PENNSYLVANIA

January 19, 1981

SUBJECT: Altoona District Office Vocational Objective
Case Review and Evaluation Conference

TO: Harry W. Guise, Administrator
Evaluation Section

FROM: William J. Arnold, Administrator
Region III
Per: Paul E. Saupp, Case Evaluator

The Altoona District Office vocational objective Case Review and Evaluation Conference was conducted on January 12, 1981. The participants for the conference included the following: Messrs. Arnold and Saupp from the Regional Office; Mr. Buydos, Altoona District Administrator; Mr. Shae, Altoona Assistant District Administrator; and Supervisors Sarson, Fetterman and Drass. Supervisor Hoover was absent because of illness and Supervisor Greubel had a prior commitment.

The Altoona vocational objective review included thirty-three cases. The evaluator discussed each item on the case review sheet and elaborated on the items that had the greatest discussion. The items that elicited the most response were as follows:

Item 1 - Structured vs. unstructured format for employment history on the BVR-104 was discussed. The consensus among the supervisors was that the unstructured one would be more acceptable since the counselors should use their own judgement in determining which work history is important in their goal planning and which isn't. The evaluator replied that all employment history could be significant in better understanding the client and making sound vocational decisions. Also, that counselors may overlook important aspects of employment if the format is not structured and vocational decisions will be based on incomplete facts.

Item 4 - Even though this item had the greatest number of discrepancies since twenty cases that needed extensive vocational counseling did not have it provided, there was little discussion of this item. Nearly all the participants agreed that vocational counseling should be provided on C.P.N.'s and/or typewritten narratives to reflect the interaction between counselors and clients in jointly developing the I.W.R.P. District Administrator Buydos indicated that his revised case progress could be instrumental in showing impact and provision of vocational counseling in arriving at the selection of vocational objectives on the BVR-194's.

Item 5 - Supervisor Sarson stated that even though vocational counseling was not evident in eleven of the cases in item four, that apparently sound vocational decisions were being made by the counselors because of the low number of discrepancies in this item. The evaluator stated that this seemed true based on an analysis of all information in the casefile;

however, item four only pertained to the case recording aspects of vocational planning. District Administrator Buydos injected information about 5B referring to interpretation of this item by the placement counselor. Since eight of the thirty-three cases did not seem to have realistic vocational goals based on available job opportunities, it seemed that this was a result of the placement counselor only considering potential in the local labor area rather than if only one position existed. This seemed to be at variance with the interpretation by the other placement counselors in the region since they all listed fewer discrepancies for this item than the Altoona office.

Item 6 - The vocational objective was only changed in three of the thirty-three cases that were reviewed in the office.

The other questions in the review elicited discussion similar to items two through five for those cases where the vocational objective was changed.

At the end of the conference, the evaluator asked about the procedure in the local office, pertaining to securing client's signature on a BVR-195 when the counselor finds out that a client has changed the vocational objective of his own volition at closure. The present policy in the Altoona District Office is to insert a narrative in the casefile at closure to record this information and not secure client's signature on the BVR-195. The consensus seemed to be that it would be very impractical to attempt to secure clients' signatures since many of them would not sign it after securing employment and because of expenses for mileage incurred in making trips for this purpose. The evaluator agreed with this position as a practical matter, but stated that the regulations call for securing the clients' signatures on the BVR-195's when a change of vocational objective occurs. As a result of this discussion, the evaluator stated that clarification of this situation would be secured from the proper source.

Messrs. Arnold and Saupp were favorably received by the staff and participation of the group was very satisfactory. Hopefully, the discussion that occurred should lead to a greater awareness of the importance of case recording in arriving at realistic vocational objectives in a logical manner.

PES/lmd

**ATTACHMENT 9**

### 545 Cases
### TALLY SHEET
### VOCATIONAL OBJECTIVE CASE REVIEW
### STATEWIDE

| | Yes | % | No | % | n/a | % |
|---|---|---|---|---|---|---|
| 1. Is client's work history recorded? | 302 | 76 | 98 | 24 | 145 | |
| 2. Is D.O.T. Code correct for the stated goal on the BVR 194? | 499 | 93 | 41 | 7 | 5 | |
| 3. Was extensive vocational goal counseling required? | 341 | 63 | 204 | 37 | 0 | |
| If Yes, was it provided? | 194 | 57 | 147 | 43 | 204 | |
| 4. Vocational goal on BVR-194 realistic in terms of: | 487 | 91 | 48 | 9 | 0 | |
| A. Disability and Limitations | | | | | | |
| B. Available Job Opportunities | 512 | 94 | 33 | 6 | 0 | |
| C. Skills | 292 | 87 | 57 | 13 | 196 | |
| 5. Was vocational objective changed (BVR-195)? | 78 | 14 | 467 | 86 | 0 | |
| 6. Is D.O.T. Code correct for the stated vocational goal on the BVR-195? | 70 | 90 | 8 | 10 | 0 | |
| 7. Was extensive vocational goal counseling required? | 63 | 81 | 15 | 19 | 0 | |
| If Yes, was it provided? | 45 | 71 | 18 | 29 | 15 | |
| 8. Vocational goal on BVR-195 realistic in terms of: | 76 | 97 | 2 | 3 | 0 | |
| A. Disability and Limitations | | | | | | |
| B. Available Job Opportunities | 76 | 97 | 2 | 3 | 0 | |
| C. Skills | 49 | 88 | 6 | 12 | 23 | |

# Executive Summary
of
Suitability of Vocational
Objective Case Review

## TABLE OF CONTENTS

Case Review Objectives..............Page 1

Case Review Characteristics..........Page 2

Conclusions.........................Page 3

Recommendations.....................Page 5

State-wide Tally Sheet..............Page 6

Case Review Measuring Instrument.....Page 7

Case Review Standards...............Page 8

## Case Review Objectives

The Program Evaluation Section and the Case Review Evaluators initiated the vocational objective review on July 1, 1980, since the District Office Placement Counselors had expressed concerns about the correctness of the DOT code that was assigned to the vocational goal and the suitability of the selection of the vocational objective for the client.

Through this case review we plan to determine, on a state-wide basis, the prevalency of these concerns. Also, it is planned that the results of this case review would be used by the Placement Specialists to develop training or modify existing training programs, if necessary, for Placement Counselors.

You will find in your reading of this executive summary that, on a state-wide basis, the counselors are effectively functioning in the selection of a suitable vocational objective and in the correctness of the assigned DOT code.

## Case Review Characteristics

1. The total cases reviewed was 549.

2. The cases reviewed were selected on a state-wide random and stratified sampling basis.

3. The 549 cases were made up of Statuses 12, 14, 16, 17, 18, 19, 20, 29, and 39. Clients' cases with a vocational goal of homemaker or workshop employee were not considered for the review.

4. The initial vocational goal and any subsequent vocational goal change was reviewed for suitability.

5. The initial assigned DOT code and any subsequent DOT codes was reviewed for correctness.

6. This review included some procedures that had not previously been initiated in any other review:

   a. The Placement Specialists assisted in developing the objectives, the measuring instrument, and the standards for this review.

   b. The Placement Counselors in each District Office assisted by making a judgement on the selection of the vocational objective based upon the availability of job opportunities.

## Conclusions

The conclusions will center around two primary questions:

1. Was the vocational goal realistic?
2. Was the DOT code correct for the stated vocational goal?

These two questions included both the initial vocational goal on the BVR-194 and any subsequent vocational goal on the BVR-195.

To assist us in our assessments of the realistic selection of the vocational goal, we considered three factors; namely, client disability and limitations, available job opportunities, and client skills.

### Selection of Vocational Objective

1. On a state-wide basis, the initial vocational goal on the BVR-194 was realistic in:
   - a. 91% of cases reviewed in terms of disability and limitations.
   - b. 94% of cases reviewed in terms of availability of job opportunities.
   - c. 87% of cases reviewed in terms of client skills.
2. On a state-wide basis, the subsequent vocational goal on the BVR-195 was realistic in:
   - a. 97% of cases reviewed in terms of disability and limitation.

   b. 97% of cases reviewed in terms of availability of job opportunities.

   c. 88% of cases reviewed in terms of client skills.

Correctness of DOT Code

1. On a state-wide basis, the DOT codes assigned to vocational goals was correct in:
   - a. 93% of cases reviewed for the BVR-194.
   - b. 90% of cases reviewed for the BVR-195.

The above information does support the counselor effectiveness in the areas of selection of vocational objective and effectiveness of assigned DOT codes.

## Recommendations

1. The counselors are to be commended for their realistic selection of the vocational objectives for their clients.

2. More emphasis should be placed on documentation of the counseling for vocational goal selection, especially for the selection of the initial vocational objective. This is based upon the responses to Questions 3 and 7 on the State-wide Tally Sheet.

545 Cases

TALLY SHEET

VOCATIONAL OBJECTIVE CASE REVIEW

STATEWIDE

| | Yes | % | No | % | n/a | % |
|---|---|---|---|---|---|---|
| 1. Is client's work history recorded?.................. | 302 | 76 | 98 | 24 | 145 | |
| 2. Is D.O.T. Code correct for the stated goal on the BVR 194?.......................................... | 499 | 93 | 41 | 7 | 5 | |
| 3. Was extensive vocational goal counseling required?... | 341 | 63 | 204 | 37 | 0 | |
| If Yes, was it provided?......................... | 194 | 57 | 147 | 43 | 204 | |
| 4. Vocational goal on BVR-194 realistic in terms of: A. Disability and Limitations...................... | 487 | 91 | 48 | 9 | 0 | |
| B. Available Job Opportunities..................... | 512 | 94 | 33 | 6 | 0 | |
| C. Skills.................................... | 292 | 87 | 57 | 13 | 196 | |
| 5. Was vocational objective changed (BVR-195)?.......... | 78 | 14 | 467 | 86 | 0 | |
| 6. Is D.O.T. Code correct for the stated vocational goal on the BVR-195?............................... | 70 | 90 | 8 | 10 | 0 | |
| 7. Was extensive vocational goal counseling required?... | 63 | 81 | 15 | 19 | 0 | |
| If Yes, was it provided?.......................... | 45 | 71 | 18 | 29 | 15 | |
| 8. Vocational goal on BVR-195 realistic in terms of: A. Disability and Limitations...................... | 76 | 97 | 2 | 3 | 0 | |
| B. Available Job Opportunities..................... | 76 | 97 | 2 | 3 | 0 | |
| C. Skills.................................... | 49 | 88 | 6 | 12 | 23 | |

3/80

7

## CASE REVIEW SHEET OF VOCATIONAL OBJECTIVE

Y = Yes
N = No
N/A = Not Applicable

Status:_______

CLIENT: AGE: CASE NUMBER D. O.

| | ANS.: | COMMENTS: |
|---|---|---|
| 1. Is client's work history recorded? | | |
| 2. Is D.O.T. code correct for the stated vocational goal on the BVR-194? | | |
| 3. Was extensive vocational goal counselling required? | | |
| 4. If Yes to Question 3, was it provided? | | |
| 5. Vocational goal on BVR-194 realistic in terms:<br>A. Disability and limitations? | | |
| B. Available job opportunities? | | |
| C. Skills? | | |
| 6. Was vocational objective changed (BVR-195)? | | |
| 7. Is D.O.T. code correct for the stated vocational goal on the BVR-195? | | |
| 8. Was extensive vocational goal counselling required? | | |
| 9. If Yes to Question 8, was it provided? | | |
| 10. Vocational goal on BVR-195 realistic in terms:<br>A. Disability and limitations? | | |
| B. Available job opportunities? | | |
| C. Skills? | | |

## GUIDELINES FOR CASE REVIEW OF VOCATIONAL OBJECTIVE

| | REFERENCE: |
|---|---|
| 1. Emphasis should be placed upon the client's employment history (principal employers, length of employment, and duties and responsibilities). If the client has no work history, this fact should be recorded or indicated. | Rev. RPM 402.02 to 402.036<br>BVR 104 Rev. 6/75 |
| 2. Vocational goals should be defined on the IWRP. Correct DOT should be inserted and may reflect two digits (occupational grouping or job family). Should an old R-11 be the basis for the vocational objective, no DOT may be shown and should, therefore, be considered not applicable. | 76-430.20 |
| 3. This question should be answered YES or NO, and the latter is not considered a negative response. Extensive vocational goal counseling should be documented in the selection of the vocational goal. Where a prima facie vocational goal is shown such as job retention, the judgment of the Evaluator may be that extensive vocational goal counseling is not required. | RPM 409<br>76-430.20 |
| 4. If, in the judgment of the Evaluator, extensive vocational goal counseling should be provided, the case narrative or progress notes should reflect that such counseling occurred. If no such recordings are in the case file, the response should be NO. If the Evaluator finds that extensive vocational goal counseling was not required, then the response should be NOT APPLICABLE. | RPM 404<br>76-430.20 |
| 5. The selection of the vocational objective should be justified and an explanation of how and why the client and counselor reached this decision. The vocational objective should coincide with the client's work tolerance, performance ability, skills and knowledge, occupational orientation, attitudes, and understanding of responsibilities.<br>A. The physical and mental demands are compatible with the physical and mental limitations of the client and other personal factors.<br>B. Employment opportunities should be considered at the time of the selection of the vocational objective. | RPM 417<br>76-430.20 |

**REFERENCE:**

C. Client has sufficient skills, is adequately prepared for the job.

6. Confirmation, revision, or major modification of the original goal is included in the amendment along with the rationale for the change. 76-430.20

7. See Guideline No. 2.

8. See Guideline No. 3.
Counseling and Guidance should be documented in the change of the vocational objective.

9. See Guideline No. 4.

10. See Guideline No. 5.

APPENDIX 25

# Task 7

# Report on Dissemination and Utilization

Contract Number HEW 105-78-4009

Pennsylvania Bureau of Vocational Rehabilitation
Labor and Industry Building
Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

William W. Jenkins, Ed.D.
Principal Investigator

Donald E. Hossler
Program Analyst

Richard Cohen
Case Service Evaluator

Project Staff:
John A. Hagan
William W. Jenkins, Ed.D.
Harry W. Guise
Andrew W. Chopak
Richard Cohen
Arthur Lingle
G. William Schildt
Harold Seitzer
Leah Kuhns
Zelda Peters
Kay Sanders
Daniel Grib
Tammy Parthemore
Donald Hossler

Sign off:

John A. Hagan
John A. Hagan, Project Director

Harry W. Guise, Project Manager

# TABLE OF CONTENTS

General Introduction Dissemination and Utilization

Task 7.1

- I. Objectives
- II. Definitions
- III. Evaluation Section Dissemination and Utilization Policy
- IV. Dissemination and Utilization Planning Phases
- V. Organizational and Staff Responsibilities for Internal D and U
  - 1. Section Organization for D and U
  - 2. Task Interrelationships
  - 3. Distribution Activities
  - 4. Information Center and Technical Assistance Activities
- VI. Specific D and U Activities and Plans
  - 1. Evaluation Section General Activities
  - 2. Task 4<br>Task 5
  - 3. Task 6

Task 7.2

## Introduction

The plan for dissemination and utilization presented herein represents an expansion and revision of the material originally outlined in the Technical Proposal which was submitted for this contract. At this point the plan presents both the working model and some of the operational details which appear to be necessary in order to effectively disseminate the findings of this project in such a manner as to have maximum impact on other rehabilitation and related agencies of a similar nature and structure. At this point it should be clearly recognized that these plans are tentative and fluid and it is anticipated that there will be substantial revision to them as the advisory committee and coordinating contractor have the opportunity for input into the dissemination and utilization process. There has been considerable planning accomplished on this process as part of an initial joint effort by all model states in meetings in Oregon and Washington recently. From these meetings has emerged a general consensus and agreement about major parameters of effort and there have been preliminary attempts to both initiate and coordinate activities at this early stage. One of the areas in which agreement has been achieved is to utilize a model for dissemination and utilization proposed by Doctor Thomas Backer as part of training to which all states were exposed. That model is detailed in the following section and is utilized as an implicit strategy for the development of the specific methods and techniques proposed in this paper.

The dissemination and utilization strategies which are outlined are broken into two major areas: internal and external activities. The internal activities represent an attempt to reach and impact on functions within the immediate boundaries of this agency. The external efforts conceptualize two main thrusts: (1) a series of efforts conducted individually by this agency and particularly at other "large" rehabilitation agencies which are similar in size and structure and (2) the other effort is one in which all model states combine and coordinate their activities in order to have maximum visibility and influence on a nationwide basis. It is anticipated that considerably more planning and development under the direction of the advisory committee and coordinating contractor will be necessary in the latter instance although it is appropriate to undertake some initial activities in lieu of their guidance at this time and a summary description of several potential activities is included in this paper. It might also be noted that numerous ideas and techniques were developed by the model states in the aforementioned meetings and should serve as a valuable base on which these groups can begin work although the details of these are not presented at this time.

## A Dissemination and Utilization Model

Although Pennsylvania had originally proposed the use of a dissemination and utilization model outlined by the Institute on Rehabilitation Issues, subsequent meetings with the model states and training of this group in an alternate model has led us to adopt the Activities Model proposed by Doctor Thomas Backer in order to utilize a working strategy that is congruent with that adopted by other states and so that a single model will be employed by all. The description of this model which follows is adapted directly from Doctor Backer and certain modifications proposed by the State of Oregon. Oregon describes the model as follows: Figure 1 is a flow chart based on the six activity areas given in Doctor Backer's Activitie Model. We have, however, chosen to represent his activities II through VI as activities forming a natural progression, while his activity I - Administrative Activities - we have omitted from the flow chart. This is because administrative activities, while they are vital to any process, are not conceptualized here as a separate set of activities taking place at one specific period of time, but as an ongoing maintenance process, and administration is assumed to overlay the entire process as represented in the flow chart.

The process of dissemination and utilization begins in activity 1 - Needs Sensing activities. Before products or ideas can be disseminated, the needs of the potential or target users should be identified and defined. Only then can products (or ideas) be developed to meet these needs (activity 2). A feedback mechanism to the needs sensing stage must be built into the process, both to ensure that product development does not progress based on false assumptions of user needs and to ensure that changes in user needs are taken into account as soon as possible.

Once the product(s) has been developed and evaluated based on user needs, the material is disseminated in the most appropriate manner (activity 3). This can range from use of the mail service to a full-scale presentation by product developers. Mere delivery, however, is insufficient to ensure utilization and, so, activities directed at encouraging the correct use of the product(s) are undertaken (activity 4).

These utilization activities are directed specifically at the product or products developed in stage 2. However, to facilitate a lasting impact on the agency or unit, skills needed to utilize specific products must be supplemented by the acquisition of more generalized skills and knowledge such that agency personnel can carry out their own evaluative tasks. Hence, developmental as well as utilization capabilities must be strengthened (activity 5). The distinction between utilization activities and capacity-building activities can be illustrated best by citing the example of the distinction between teaching people to bake bread from grain provided and teaching people to grow their own grain. To make the instruction more than a one-time effort, activities must be undertaken which seek to increase the capabilities of the users themselves. Once user capability is increased, it is logical to expect that user needs will change and hence, the entire process is put into motion again.

One area of the model which would appear to need further amplification is the psychological or internalized dynamic process by which the incorporation or introjection of the materials or activities takes place and is translated into action. Stanley Portny conceptualizes this process in the manner represented by Figure 3. He suggests that it is a complex process which is mediated by several variables and which must proceed through a number of sequential stages. Especially important here is the process of internalization in which the potential user comes to not only understand the material which is being disseminated but develops belief and trust in the ideal under consideration so that the knowledge presented in the dissemination materials can be translated comfortably into a series of actions. This process of internalization allows the potential user to overcome many of the initial resistances and set-backs which are typically encountered in implementing new techniques or programs. Focus on this dynamic process suggest a whole realm of psychologically-based strategies which would appear to us as essential if effective utilization is to occur.

## Objective

The objective of dissemination and utlization plans as required by and as established by the contract and the subsequent planning report is to:

- Assure the greatest possible use of contract products by internal and external users
- Coordinate, to the extent possible, product dissemination and utilization with other contractors
- Utilize outside research utilization specialists for consultation and training.

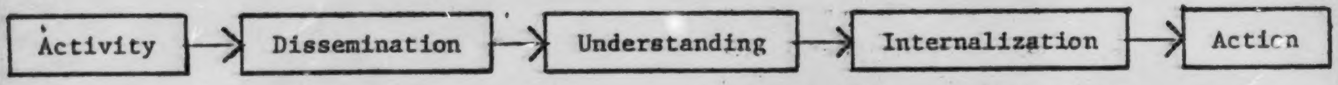
# ACTIVITIES MODEL FOR RESEARCH UTILIZATION PROGRAMS

Thomas E. Backer, PhD
Human Interaction Research Institute

This simply stated model for a research utilization program is organized under functional activities rather than objectives. Six main activity areas are postulated:

| I.<br>Administrative Activities | II.<br>Needs Sensing Activities | III.<br>Product Development Activities | IV.<br>Dissemination Activities | V.<br>Utilization Activities | VI.<br>Capacity Building Activities |
|---|---|---|---|---|---|
| This includes preparation of reports to RSA, paper work concerned with the host agency or RSA, planning, advisory committee, etc. | This includes all efforts to learn about who the recipients of services are/ought to be, and what specific services or information they would like to receive. | This includes assembling, refining, packaging, field testing, validating and evaluating informational materials. It also includes evaluation for accountability purposes. | This includes all efforts to convey information to potential users. | This includes all efforts to promote adoption or adaptation of materials disseminated (e.g., early user involvement in III and IV). | This includes work with potential users to increase their ability to acquire, adapt and utilize new knowledge independent of specific services of the program. Internally, it includes use of evaluation findings for program improvement. |

Internalization of Knowledge


Activity
Dissemination
Understanding
Internalization
Action

## TASK 7.1

## Internal Dissemination and Utilization Plan

## I. Objectives

The plan for internal dissemination and utilization shares the objectives as outlined in the general description of dissemination and utilization for Task 7. More specifically though, this sub-task seeks to maximize its impact on the organizational structure, policy and program development, field operations and technical capacity of the Pennsylvania Bureau of Vocational Rehabilitation through planned and concerted dissemination and utilization activities. In this instance the focus of effort is on an audience under the aegis of the Project Director as agency and an attempt will be made to reach every staff level within this audience. Wherever possible this plan seeks to involve potential users in the contract work in order to secure their input as well as commitment to final product use.

## II. Definitions

It is useful to define dissemination and utilization separately for the internal and external audiences represented in Task 7 in order to emphasize the differences in functions which are involved for each audience. These definitions describe principal activities on which the sub-task focuses. Within the internal plan dissemination is those activities concerned with determination of appropriate product users (distribution lists), preparation of transmittal material and the actual distribution of the products. The dissemination of project material will employ as many appropriate means of communication for any single product as is possible.

Utilization is defined as user support activities such as presentation at scheduled meetings, training programs, special conferences and a system of communications for continuous user support. Utilization activities will stress the user's internalization of each product to assure awareness, agreement and understanding of goals and objectives, confidence in the professional and technical ability of the project staff, and the need for planned and appropriate implementing action.

## III. Evaluation Section Dissemination and Utilization Policy

D and U activities are an important phase of the evaluation process cycle and as such, D and U activities must be considered early in the development of evaluation products and continue throughout the process.

Program evaluation D and U activities are a primary responsibility of the administrator of the evaluation section. In fulfilling this responsibility, the dissemination of all evaluation products and the implementation of utilization activities related thereto are to be cleared and/or approved by the administrator. D and U activities may be delegated to the section D and U staff specialist or to the evaluation section specialists that are that are assigned specific projects and ongoing tasks.

Evaluation section staff who are assigned evaluation projects or have task assignments for ongoing and recurring products are responsible to the administrator of the evaluation section for D and U activities that are necessary for the efficient and timely use of those products.

A staff member in the evaluation section will be assigned as D and U staff specialist by the administrator of the evaluation section. The D and U staff specialist will be responsible for D and U activities that are general in nature and specifically assigned by the administrator. The section D and U specialist may also function as a coordinator for D and U activities that pertain to specific evaluation section products.

All evaluation section personnel should be continuously aware of the need for coordinated D and U activities in order to achieve the highest degree of efficiency and effectiveness in field and staff usage of evaluation products.

For the purpose of achieving a common understanding that will assist all evaluation section staff in developing and implementing Dissemination and Utilization plans, Evaluation Section Output is defined in three categories:

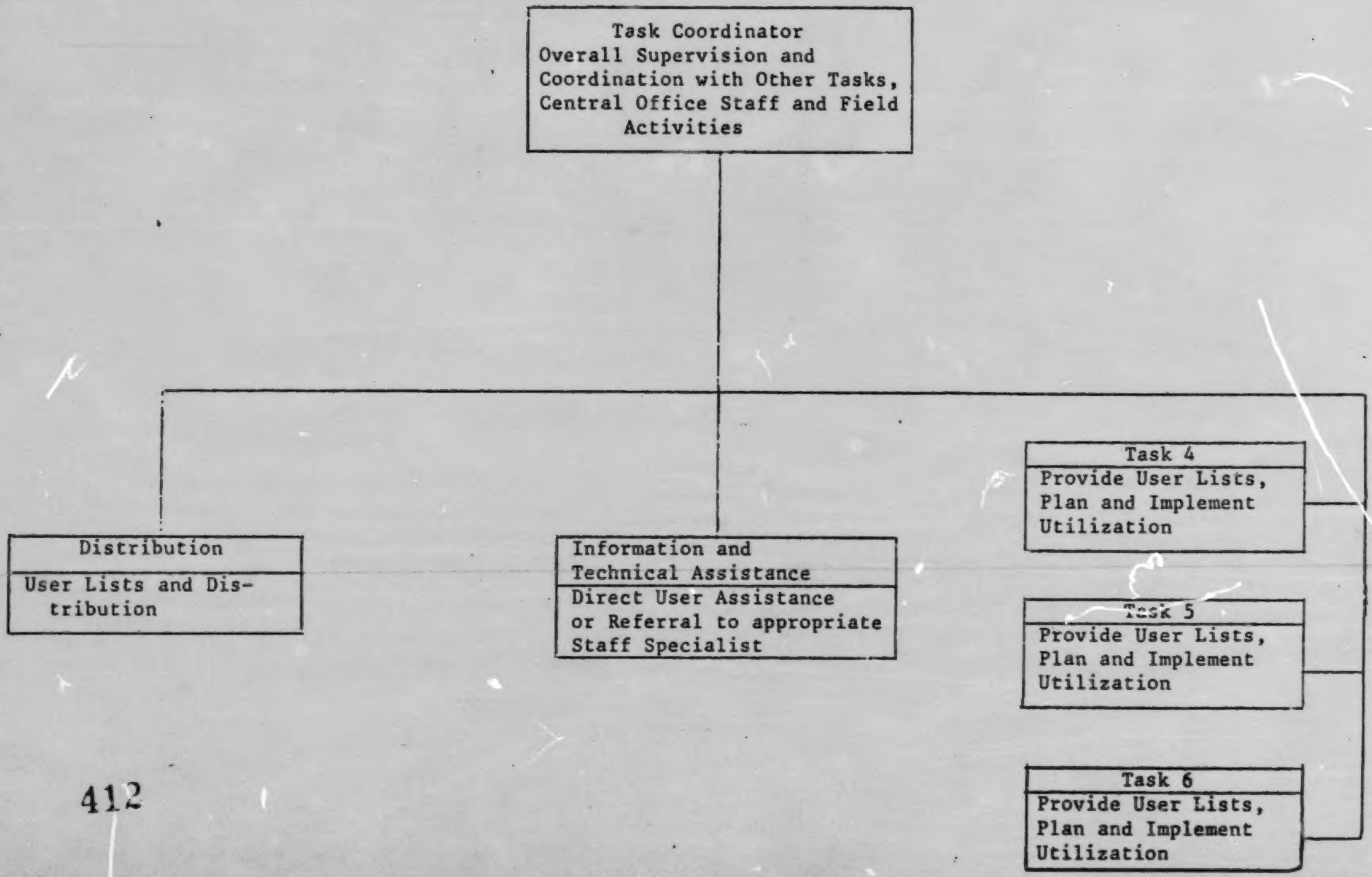
- Recurring evaluation products that have been established and are provided to users on a regulated basis
- New products established by needs determination and developed through the evaluation process cycle. The new product could be furnished on a one-time basis or become a recurring product as described above.
- Informal evaluation information or data usually provided verbally or by a brief report within a short time period.

## IV. Dissemination and Utilization Planning Phases

For the purpose of organization and management, internal dissemination and utilization activities are established in four phases: planning, get ready, implementation and evaluation. Although there is some overlap of the time period for each phase, the activities in each phase are distinct and must be completed before proceeding to the next phase. In addition to using this type of sequence for the overall project, it should be noted that it could also be applied to each of the five steps outlined in Backer's (1979) model since this represents a

411

## Organization for Internal Dissemination and Utilization Organization Chart
## Control and Coordination of Product Producing Tasks


Task Coordinator
Overall Supervision and Coordination with Other Tasks, Central Office Staff and Field Activities
Distribution
User Lists and Distribution
Information and Technical Assistance
Direct User Assistance or Referral to appropriate Staff Specialist
Task 4
Provide User Lists, Plan and Implement Utilization
Task 5
Provide User Lists, Plan and Implement Utilization
Task 6
Provide User Lists, Plan and Implement Utilization

logically organized approach to each phase or activity noted in the model.

The following is a brief description of some of the general activities appropriate to each phase which we plan to conduct:

1. Planning Phase
   - Selection and consultation with external resources
   - Development of methodologies and techniques
   - Staff assignments
   - Coordination with other tasks and agency, Central Office and field staffs
2. Get Ready Phase
   - Training
   - Conduct promotional activity
   - Developing user lists
   - Establish distribution center and system
   - Establish technical assistance center
3. Implementation Phase
   - Clear and distribute products
   - Determine and provide appropriate utilization support to users
4. Evaluation Phase
   - Conduct agency evaluation of dissemination and utilization effectiveness
   - Select and utilize external resources for evaluation of dissemination and utilization effectiveness

## V. Organization, Staff Responsibilities for Internal D and U

### 1. Section Organization for D and U

The structure of the organizational design for internal dissemination and utilization is shown in Figure 4. In order to optimize the utilization of staff skills and time, a specific delineation of the role responsibilities for this sub-task has been made:

| | |
|---|---|
| Project Manager/Principal Investigator - | Product Clearance<br>- User support activities (utilization)<br>- Coordination with agency staff<br>- Coordination with other tasks<br>- Evaluation activities |
| Task Coordinator(s)/Staff Specialist designated for D & U activities | Plan and conduct initial promotional activity<br>Establish and maintain user lists |

| | |
|---|---|
| Task Coordinator(s)/Staff Specialist disignated for D & U activities, cont'd. | Establish and maintain distribution system and center<br>- As directed by the task coordinators, provide administrative assistance |
| EDP Specialist/Appropriate Specialist(s) | EDP support for user lists<br>Provide technical assistance |
| Task 4, 5, and 6 task and sub-task coordinators | For each project, early in the planning and development stage, prepare an initial plan for dissemination and utilization (see format, Appendix A). Implement project coordinated utilization plans |
| Regional Case Service Evaluators | Assist in user support activities (utilization) |

2. Task Interrelationships

To assist in organizing and coordinating the manifold efforts required in the internal dissemination and utilization activities it is useful to examine the relationship that these activities have to other tasks, particularly the locus of responsibility for certain of the planning and coordinating functions between tasks. We find that some tasks (4, 5 and 6) are ones that produce certain specified products that will require dissemination and utilization efforts of a similar nature while the other tasks have activities or products that will require rather disparate efforts.

A. Product producing tasks:

This includes tasks:

4 - Field test new standards

5 - Field test medical/vocational facilities reporting system

6 - Develop new evaluation capacity

These tasks require certain research activities to be conducted and reports presented that are rather similar in nature. It appears that a relatively uniform organization and dissemination and utilization effort might be effective for these tasks. The responsibilities for the dissemination and utilization activities between task coordinators are illustrated in Figure 5. This role assignment clearly places the responsibility for specific activities in the hands of the person most familiar with or knowledgeable about a specific component. For example, the coordinator for Task 4 who actually conducts the research involved in that task should be most capable of drawing up the details of a dissemination plan and in this framework is assigned that responsibility.

B. Relationship with sub-tasks 2.3, 2.4, and 2.5 - Staff Assessment and Training.

The task and sub-task coordinators for tasks 2.3, 2.4, and 2.5 in consultation with the Task 7 coordinator will establish and administer appropriate staff dissemination and utilization training by selected external resources.

C. Establish and maintain a professional library - Task 2.6.

Coordinate library program dissemination and tuilization activities with sub-task 2.6 coordinator.

D. Staff contact with leaders and specialists in evaluation - Task 2.7.

In coordination with Task 7.2, External Dissemination and Utilization, plan and utilize to the greatest extent feasible consultations and training to improve project staff knowledge and skills in dissemination and utilization methodologies and techniques.

Consultation and training have been initiated or are planned with:
- Research Utilization Laboratory for Evaluation at ICD
- University of Michigan Research Institute
- West Virginia Research and Training Center
- Edward Glaser Associates
- Stanley E. Portny, Consultant, Program Management and Evaluation

E. Administrative Organization and Monitoring, Plan and Tracking System Refinements - Task 3

Assure a coordinated dissemination and utilization project effort for all tasks and that those plans and activities are within the project goals and objectives.

F. Relationship of Task 7 with Task 8 - Evaluation

Evaluation of dissemination and utilization effectiveness will be conducted internally and externally.

The Task 7 coordinators will be responsible for internal (agency) evaluation activities by designing evlauation instruments, conducting evaluations and analyzing results. Technical assistance will be provided by the Task 8 coordinator.

The Task 8 coordinator will be responsible for the evaluation of internal dissemination and utilization activities by outside resources.

| Activity | Project Managet/ Principal Investigator | Responsibility |
|---|---|---|
| Dissemination | 7 | 4,5, & 6 |
| Product Approval | X | |
| Dissemination plan (See Appendix B) | | X |
| Distribution | X | |
| **Utilization** | | |
| Approvals and coordination | X | |
| Utilization plans (See Appendix B) | | X |
| Plan implementation | | X |

The dissemination and utilization efforts will be concentrated around three primary activity areas: promotion, distribution activities and information/ technical assistance. Details of these areas will be presented in the following sections. Some individual and group training has occurred on dissemination and utilization. It is hoped these types of activities can continue to occur for all appropriate staff.

The initial objectives for the promotional activities for the internal dissemination and utilization plan include:

1. Alert potential product users and amplify and calrify
    a. Invite feedback with eventual input, throughput and output.
2. Promote formal and informal discussion within the project and external to the project.
3. Support need sensing activities
    a. Establish a base and familiarity for continuing contacts.
4. Define the time element and impact of project activities.
    a. Suggest the possible products to be supplied by the project.
5. Create the potential for assessment of project activities and make refinements based on needs sensing activities.

The objectives have been achieved and continue through efforts in several areas. There have been presentations made during regular meetings at the Central, Regional and District Office levels. A number of such presentations have already been made. Two types of publications have been used. The Pennsylvania Bureau of Vocational Rehabilitation publishes "Success," a newsletter that is distributed to all internal staff as well as many institutions "external" to the agency. Also "The Rehab Brief" has been utilized and is explained later.

Particularly important have been the development of informal "sharing sessions" on a face-to-face level with staff at levels to provide them with information on a variety of project products as well as to gain feedback on their tuility.

3. Distribution Activities

In coordination with the product task or sub-task coordinator, this activity is primarily concerned with:

The initial plan for dissemination and utilization will be the responsibility of task coordinators 4, 5 and 6. Effective pre-planning must be undertaken to assure the integrity of product use.

418

- The establishment and classification of a computerized master list of potential users for all project products. Primary dissemination efforts are directed to other state agencies, RSA, and university rehabilitation training programs.
- The establishment and maintenance of the facility that will prepare and distribute products to appropriate external users.
- The initial and continuous promotional activities to inform potential users of project products available and to become available.
- This system is the focal point of the project as all products will flow to this point. Because the task coordinators are the project manager and principal investigator, document clearance and control can be maintained from this point.

4. Information Center and Technical Assistance Activities

This activity will provide technical assistance to internal users related to product interpretation and is specifically concerned with methodologies and techniquies utilized in product design. This center will also be both a promotional tool and a vehicle for feedback on the products and assistance strategies.

The technical assistance center will primarily respond to assistance requests on products that are already developed by the project. Communications from the center will be in written, telephone and personal form. Internal linkages have been established and will be nurtured to continually improve the accessibility to and provision of the technical assistance center. Assistance responses to users will utilize other project task and sub-task coordinators and technical specialists, as appropriate to the nature of the assistance request.

Functional areas in which the technical assistance center may become involved are:

1. Direction of users to library material, as appropriate.
2. Service requests for data available.
3. Assists users in the identification of internal or external sources to supply informational needs.
4. Time and cost studies or requests when information is not readily available.
5. Development of dissemination and utilization activities regarding information to all types of internal and external sources.
6. Coordinate the collection of information from other sources.
7. Utilize feedback for future assessment or refinement.

For further assistance in developing the above thoughts we refer you to Appendices A and B, in terms of formatting for planning product D & U activities.

## VI. Specific Dissemination and Utilization Activities and Plans

### 1. Evaluation Section General Activities

Specific types of internal dissemination and utilization activities are presently being used in the Model Evaluation Unit and the Bureau. A variety of scheduled meetings have been used to promote and discuss Model Evaluation Unit activities. Among those are Regional and District Administrators' meetings, various Central Office staff meetings, M.E.U. meetings and special scheduled meetings in certain district offices. Several special conferences have been attended with presentations given by M.E.U. staff.

The M.E.U. staff produces several publications each month that aid in alerting M.E.U. staff, potential users and promote formal and informal discussion with supportive needs sensing. The publications are:

- Insertion to the "Rehab Brief" - M.E.U. staff distribute the "Brief" and add a local flavor by producing an insert which contains Pennsylvania information related to the topic of the "Brief"; also information available from our expanding library and other "goodies" and freebies of interest to Bureau staff are included. The "Brief" is then disseminated to each professional staffer in the Bureau - statewide. Requests resulting from "Brief" information have been heavy; however the M.E.U. library staffer is doing an outstanding job of filling the requests in a timely manner. These requests have generated the need to use the Pennsylvania State Library as an additional resource within the State. The National Rehabilitation Clearinghouse and Project SHARE have been out-of-state sources utilized to complete requests.
- Library Listing - A monthly list of new additions to the M.E.U. library is developed and produced to increase utilization and communication.
- M.E.U. Update - A weekly compilation of M.E.U. activities, upcoming events and developments is printed and distributed to each M.E.U. staffer every Friday morning.
- Training Advisory - This monthly compilation of available training for M.E.U. staffers has helped increase awareness of outstanding opportunities. A "How to Complete Requests for Training" packet was planned and developed by a M.E.U. staffer to ease access to training opportunities.
- Monthly Progress Report - This deliverable is published and distributed monthly to all M.E.U. staffers.

An M.E.U. activity used to monitor events is a set of two program control charts. One chart features a one year look at all deliverables and then due dates and other related contract requirements. Another chart is used to log training, travel and special conferences dates and activities of each M.E.U. staffer. Both charts, 3 feet by 4 feet are accessible to all staff at any time.

Needs sensing has been conducted at the Central Office level regarding the dissemination and utilization of Evaluation Section monthly and quarterly reports. This activity was highly successful and resulted in several needed changes to streamline reporting. The activity will move eventually to the district level to determine their needs and develop appropriate action plans regarding dissemination and utilization of Evaluation Section information.

A system of boxes for each M.E.U. staffer for incoming mail has been developed and implemented. This has led to an orderly dissemination of information in a fairly timely fashion, although improvements could be made.

Several topical areas have been chosen as possibilities for an ICD article. M.E.U. staff are now in the process of developing these areas to be incorporated in several articles or one.

Suggestions have been made to improve the flow of incoming M.E.U. mail. These ideas have been taken under advisement by the Evaluation Administrator (project manager).

2. Task 4
Task 5 } Early stages of pretest are being conducted with probably internal activity occurring later.

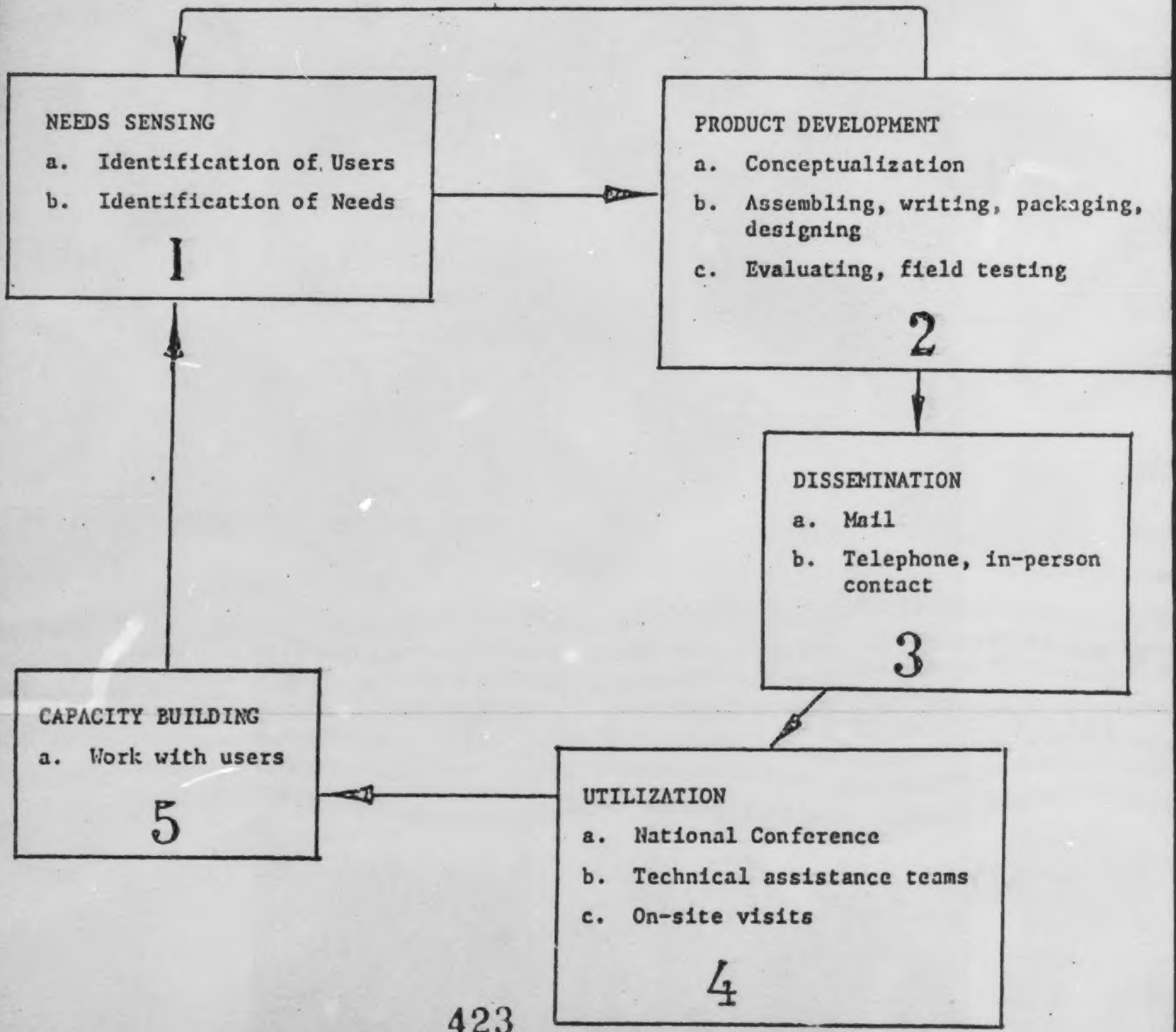
3. Task 6

| Task 6 Products | D and U Status |
|---|---|
| Case Review Studies (CRS) | |
| Alcoholic CRS | Needs assessment, instrument design, field evaluation and implementation, final report and D and U conferences by D and U staff completed. |
| SSDI/SSI CRS | Same as above |
| Vocational Objective CRS | Needs assessment and instrument design completed at this point. |
| Profile Analysis Technique (PAT) | Product presently in design and development stage. |
| Management Information System (MIS) | One segment of the MIS the Evaluation Section Reporting Systems at the Central Office level has undergone needs sensing, revision and implementation. User support is provided as requested. |
| Evaluation Section Organization | Needs sensing, developmental proposals, revisions and continued development of proposals with presentations is in process. |
| Follow-Up Studies | Needs sensing completed and outside consultation. |

3. Task 6

| Task 6 Products | D and U Status |
|---|---|
| Case Review Studies (CRS) cont'd. | |
| Case Review Process | Program in place with continuous evaluation and revision occurring to improve effectiveness. |
| Similar Benefits | Needs sensing, instrument design and initial phases of implementation completed. |
| Client Satisfaction Studies | Data collected and analysis planning initiated |
| Facilities Data Base | Needs sensing and initial instrument design have been completed |
| New Methods | Planning for new products/projects is continuing for the third year. |

FIGURE 1: Flow Chart of Dissemination and Utilization Activities


NEEDS SENSING
a. Identification of Users
b. Identification of Needs
1
PRODUCT DEVELOPMENT
a. Conceptualization
b. Assembling, writing, packaging, designing
c. Evaluating, field testing
2
DISSEMINATION
a. Mail
b. Telephone, in-person contact
3
UTILIZATION
a. National Conference
b. Technical assistance teams
c. On-site visits
4
CAPACITY BUILDING
a. Work with users
5

270

APPENDIX 27

# PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION

Labor and Industry Building - Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

Program Evaluation Section

## ① WHAT IS PROGRAM EVALUATION?

A systematic set of data collection and analysis activities undertaken to determine the value of a program to aid management, program planning, staff training, public accountability and promotion. Program Evaluation activities make reasonable judgements possible about the efforts, effectiveness, adequacy, efficiency, and comparative value of program options.

## ② WHO DOES IT?

Personnel from the Program Evaluation Section have a variety of skills available to assess a situation and assist in measuring the achievement of goals. The section consists of program and management analysts, statisticians, clerical staff and an administrative assistant.

## ③ WHY DO IT?

Program Evaluation can assist central and district office staff in determining strengths and weaknesses in all programs and work activities. Program Evaluation can help management determine if further training is necessary, policies and procedures need modifications and if goals and objectives are being met.

## ④ HOW IS IT DONE?

Program evaluation can be completed in a myriad of ways. The basic procedure is to determine what needs to be evaluated and what kind of information is desired to collect and measure pertinent information, data collected, coded, analyzed, reviewed with the "actors" and a report written and/or orally presented with suitable graphics. An extended follow-up is conducted to determine the impact of the evaluation as strengths and weaknesses are analyzed.

## ⑤ EXAMPLES OF WHAT PROGRAM EVALUATION DOES.

In Pennsylvania a variety of methods are available to complete a program evaluation, some examples are:

A. Case Review Process - Provides analysis to management of case service patterns within the rehabilitation process.

B. Client Follow-up Studies - Provides information to management on how the rehabilitation process meets client needs and Federal and State standards for quality.

C. Similar Benefits Information Collection - Allows centralized documentation of statewide efforts to utilize similar benefits.

D. Profile Analysis Technique - Provides data for statewide and district analysis of selected rehabilitation characteristics.

E. Evaluation Instrument Development - We provide the capability to design instruments and technical assistance in such development.

## ⑥ Examples of Questions or Problems Program Evaluation Can Help With

- Need an evaluation instrument
- Need to depict information graphically
- Determine how to use EDP to get information.
- Need raw data analysis
- Assistance in formatting goals and objectives
- Assistance in evaluating programs
- Development of quantitative/qualitative measures

---

FOR MORE INFORMATION CONTACT HARRY W. GUISE,
ADMINISTRATOR OF PROGRAM EVALUATION, ROOM 1317
LABOR AND INDUSTRY BUILDING, HARRISBURG, PA 17120.
TELEPHONE: (717) 787-7312

# Program Evaluation Update

APPENDIX 28

*Eat A Live Toad The First Thing Each Morning...And That Will Be The Worst Thing You'll Have To Face All Day*

May 1, 1981 Volume XVII, Number 1

1. The Operational Tracking System for airline tickets is May 1 - May 15; Creative Journies bid completed May 18-29; develop contract, June 1; submit contract, 45 working days approval July 31, August 7-14 send out airline tickets.

2. George Conn is the new head of RSA. He was formerly with Paralyzed Veterans of America. He was director of Public Information in RSA during Nixon and Ford days.

3. National Conference June 30-July 2.

4. Sister-States Sept. 15-18.

5. Most people have a "career clock"; this tells them to reach a certain point in an organization between ages 32 and 45.

6. Liz Pan's presentation was stimulating and worthwhile -- certainly nothing to just set on the shelf.

7. Zelda has completed the April 30 newsletter article.

8. John Muthard was okay--he will help us most with his contacts around the U.S. and the impressive demonstration Leah gave him on our T.A.C.

9. The June 30 MSOA is to be done by Bill S.

10. Tex-Mex is okay but getting expensive.

11. May Day----May Day-----May Day

12. The airline ticket estimates, at this time, come to just under $6,000. Tammy got the estimates on April 29, 1981.

13. Bill reports the meeting w/Games went well. Games felt PAT was a good comparison technique It was felt that set-up of statistical variables will be done here, and tested up there. H will then give us his SAS techniques.

14. Word is out that Sue is doing some modeling for John Wanamaker. For the raw evidence, look at the attached sheet.

15. Does anyone know why a farmer would put a hog house on the north side of his barn?

16. Leah has the Library under control. At the present time, typing of cards and folders is about up-to-date. We had favorable comments on our library system from Liz Pan. She said it is one of the nicest she has seen, and that our Vertical Files were very well organized. Good work, Leah, but then we would expect that from you.

17. Art and Andy and Bill traveled to State College on Thursday, April 30.

18. Don't forget Mother's Day, May 10th.

# PROGRAM EVALUATION UPDATE

I ate the
Update Toad
and I feel
GOOD!

*Eat A Live Toad The First Thing Each Morning...And That Will Be The Worst Thing You'll Have To Face All Day!*

*March 24, 1981* *Volume XV Number 3*

1. *The national conference is set for June 30 - July 2 at Scottsdale, AZ.*
2. *About 70 people responded to the Dec. National Conference wanting to attend.*
3. *The sister-states is now tentatively set for Sept. 16-17, 1981. A bid letter has been sent to 4 area hotels who we think are accessible.*
4. *By May 1, we need to send to Nan a list of our AV needs, presenters and their titles, and a juicy one-page description of our three-year contract*
5. *Nan has set a return date for CSAVR questionnaire, April 10-April 12.*
6. *The agency for the national conference will be finalized April 12-15 at APGA thing.*
7. *San Antonio had real good Mexican food.*
8. *There was a gospel singer convention at the hotel Art and Don stayed at.*
9. *A body in the bushes????*
10. *John Muthard will be here the afternoon of April 21 and morning of April 22 for consultation. He will tour our TAC and see how Leah does the "Rehab Brief" and lecture to us on D&U and utilization measurement.*
11. *Our sister-states conference is moved from May to Sept. 16-17, 1981.*
12. *Zelda is doing better (3/24/81) and we hope she will be back real soon.*
13. *Don is tentatively set for APGA on April 14 and 15.*
14. *Our new director is Mr. George Lowe.*
15. *The 6&9 surveys are really coming in.*
16. *Art will be speaking on the FIS in Philadelphia on April 22.*
17. *Rehearsals for sister-states will begin this summer.*
18. *Dick Cohen's retirement begins on 3/23/81. Best wishes to a fine person.*
19. *Andy allowed the analysts to review his honeymoon and evaluation will be made in next up-date*
20. *Stan Portny and LInda Barrett will have to be up-dated the first week of April on the status of their contracts.*
21. *Sue is in love with Harold.*
22. *MENAKER!!!!!!!!*

PROGRAM EVALUATION UPDATE

*Eat A Live Toad The First Thing Each Morning...And That Will Be The Worst Thing You'll Have To Face All Day!*

---

**February 6, 1981** **Volume XIV, Number 1**

1. Our Section staff participated in a Training Seminar on Technical Writing on January 28, 29 and 30. We did some technical writing assignments, and feel we learned some new "twists" that we can put to use in our unit in not constructing long sentences, since nobody likes to read sentences that are a paragraph long, so we are really trying to remember this as we do this issue of the Up-Date, so that our readers do not grow weary of reading, and we can condense much more information into many fewer words as our instructor "toad" us that short sentences tend to command the attention of the reader.

2. Susanne Choissier is a Contract Officer for the fledgling MIS Contract to be let in March, April, May June or July.

3. We are to use APA for style for future MSOA - this is just for typing and formatting - see Leah for specifics.

4. Horace Greeley once said, "Venture forth toward the sunset, male neophyte." (I think..)

5. The National MEU tape slide show is due out March 2, 1981.

6. Harry will address APGA April 14 in St. Louis and NRA on Sept. 3 in Minneapolis, on our Contract.

7. He may also appear at the CSAVR Spring meeting from April 28 to May 1.

8. It is not mandatory that, "A single illustrative graphic contains the value of myriad basic thought units." (Moreover this slogan is NOT a Sinogenic homily)!

9. A NERO Conference will be held in Massachusetts and other MEUs will make presentations on April 29.

10. The National Conference is now set for June 24 & 25 - location to be announced.

11. MEU Newsletter input is due from us on these dates: April 30, 1981 & July 31, 1981, to RTC.

12. MSOA stuff is due March 31, 1981, June 30, 1981 and September 30, 1981 to RTC.

13. Critical Review of BPA Program Standards Report is now due 60 days from receipt of Berkeley document (projected receipt 4-30-81). This was due January 31, 1981.

14. Review of BPA Project Standard Report is now due 60 days after receipt (projected receipt April 30, 1981). This was due Feb. 28, 1981.

15. Review of BPA draft of training materials is now due 30 days after receipt of BPA report (projected receipt June 30, 1981). This was due on Aug. 31, 1981. This may be done on-site by BPA - who knows?

16. Independent Analysis of FIS - due Feb. 28, 1981.

17. Review of Walker - NARF draft - receipt expected May 1, 1981 - due 30 days after receipt.

18. Individual performance standards are due to Harry on February 17, 1981.

19. Next Sister-States Conference meeting February 24, 1981, L&I Bldg

20. Now let's get serious.

21. Liz Pan has been subcontracted to do a library training program for MEU librarians; she will call soon to do needs sensing.

22. Do not enumerate your prospective fowl, until the process of incubation has been fully developed.

23. WVRTC was planning to use our Sister-States needs sensing letter for their National Conference needs sensing.

24. Only overt desire for commercial currency becomes the motivating genesis of multifarious malfactions, appearing to fill the bill that "The love of Money is the Root of all Evil."

25. That's it.

APPENDIX 29

REHAB BRIEF Bringing Research into Effective Focus

Vol. III, No. 11 August 20, 1980

# Contributions of Technology to Deaf and Hearing-Impaired Individuals

Imagine a deaf person being able to pick up sounds from a hearing aid implanted in the brain. "These kinds of techniques, as far out as they seem, are already in the development stage and eventually, in some format, they will be brought to a marketing or distribution stage," Dr. Frank Withrow, Chief of Educational Technology Development for the U.S. Office of Education, told members participating in workshops entitled "Application of Technology to Handicapped Individuals," held at the Library of Congress in November 1979.

For many years, great strides in electronics have been made. Techniques have brought about developments such as the miniaturization of equipment and devices and the packaging of video and audio tapes in cartridges and cassettes to simplify recording and immediate playback. These advancements have enabled the design, construction, and production of specific components which contribute to devices either especially designed for or adapted to the deaf and hearing-impaired person.

## Broadcast Television

Most TV programs depend heavily on spoken dialogue. Fast cuts, flashbacks, and visual supplements can only confuse a viewer who cannot hear the accompanying sound. However, two principal techniques have been developed and are available for making the spoken portions visible—captioning and sign-language interpretation. Captioning, which is adding the dialogue in print on the TV screen, has the widest appeal since interpretation poses many problems. For the broadcaster, such problems arise as: Where should the insert be placed? What size should it be? A more serious problem, however, is that approximately three quarters of those who cannot hear or understand speech do not understand sign language.[1]

### Technical Aspects of Captioning

Captioning technology has been directed to respond to two alternatives:

a) Captions which are shown as part of a regular broadcast and appear on all TV screens *(open captions)* or only on TV sets equipped with special decoders *(closed captions)*; and

b) Captions which are prepared in advance *(off-line captions)* or generated simultaneously with the dialogue *(real-time captions)*.

### *Open Captioning*

While no technical problems exist in using open captions, they are not regularly provided. There are two major reasons for this: 1) the broadcasters fear that captions will be objectionable to hearing viewers, even though there is very little research to support this assumption; and 2) writing captions is difficult, and using them involves added expense. For these reasons, closed captioning has been the favored alternative.

### *Closed Captioning*

The television picture is constructed of 525 lines, of which the first 21 lines in each image field are blank and can be used for other purposes. Line 21 is being used to carry captions for deaf and hearing-impaired viewers.

Three television networks, PBS, ABC, and NBC are producing approximately 20 hours of programming each week utilizing this system. PBS (Public Broadcasting Systems) began with 4 hours per week and is building up to 12 hours each week, a goal planned to be reached by the end of 1980. ABC and NBC are planning to do 5 hours each. To make this venture feasible, a National Captioning Institute has been established on each coast.

### *Real-Time Captioning*

Real-time captioning means delaying, for not more than a few seconds, the transfer of any sound or statement in the broadcast into words for viewing. To accomplish this feat, computerized shorthand is used. The problem with this technique is that shows for hearing audiences are delayed a few seconds also. However, the advantage of this type of captioning is that live broadcasts, such as sports, can be viewed without extensive delay.

### *Off-Line Captioning*

At present, all TV captioning for hearing disabled audiences is done in advance of a broadcast. Off-line captioning is therefore limited to taped programs. Since most people listen much faster than they read, spoken portions are usually simplified for the printed versions. Also, because of the

---

[1] Schein, J.D. and Delk, M.T. *The Deaf Population of the United States*. Silver Spring, MD: National Association of the Deaf, 1974.

NATIONAL INSTITUTE OF HANDICAPPED RESEARCH • OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
DEPARTMENT OF EDUCATION • WASHINGTON, D.C. 20201

language problems associated with hearing problems, colloquial expressions and complex sentence structures are avoided.

Such script editing demands considerable talent and substantial time. PBS estimates spending 30 to 40 hours of personnel time to caption a 1-hour broadcast.

### Teletext

Current efforts in the adaptation of teletext systems in the U.S. are being carried on by the Columbia Broadcasting System (CBS). Since their announcement not to take part in the joint closed-captioning effort which began in January 1980, CBS has been committed to researching the capabilities of teletext as an alternate vehicle for captioning programs.

Teletext refers to systems also known as Ceefax and ORACLE, which have been designed for the British Broadcasting Corporation and Independent Television, respectively. Since these systems offer a wide variety of information via TV, they can make information of national and local interest available on a 24-hour basis. Teletext has the added advantage of allowing the transmission of computer-generated visuals and interactive materials for viewer participation.

A technical test of teletext began in March 1979, through CBS affiliate KNOX-TV in St. Louis. It will run for 1 year. According to CBS officials, the purpose of this testing is to establish the technical and practical limits of the system which is to be adapted from a 625-line scan (the standard used in the United Kingdom) to the American 525-line scan per broadcast frame.

CBS has announced their intentions to make teletext available for use by Spring 1982. They have also expressed confidence that teletext systems will be compatible with the equipment used at the National Captioning Institute.

## Home Television

Recent developments in home TV systems have dramatized the potential of this medium for deaf and hearing-impaired people.

Until as late as 1976, home video equipment was thought of as an expensive luxury which required a mass of complicated equipment and a sizable amount of technical knowledge. Systems, commonly designed for industrial use, were bulky and overly sophisticated. Understanding that a market was waiting to be tapped, a number of producers began to experiment with basically off-air recording systems. They finally settled on apparatus which functions with small-format videotape. The result has been affordable home television with many utilization possibilities for those with hearing disabilities.

### Equipment

Equipment targeted for home TV falls into two broad categories. The principal distinction is made on the basis of what carries the program: *videotape* vs. *videodisc*.

Videotape equipment allows recording of broadcast programs directly from VHF/UHF antennae and can operate with or without a monitor in the actual copying process. The equipment does not allow editing of materials gathered and has limited extra-scanning capabilities, such as slow motion and still-framing. Some systems enable users to record their own video and audio onto videotape. Most systems consist of a record-and-playback device (videodeck), a monitor for playback, a power adapter, and a timing device to activate recording when set.

### What is Radio TTY or RTTY?

An innovative communications tool called RTTY, or Radio-Teletype, was originally used to provide a general news service to deaf people in the Philadelphia area. The device receives different information simultaneously using only a teletypewriter and a special RF tuner. The RTTY service to the community has been melded into English courses for hearing-impaired children at the Penn-sylvania School for the Deaf.

RTTY begins with word information that is typed out on a special teletypewriter. News is placed on a specially-coded, punched tape. The completed tapes are then fed through a device that changes the punched holes in the tape to audible tones. These signals are then transmitted by telephone lines to a nearby radio station where they are mixed with a high frequency sub-carrier capable of reaching an area within a thirty to fifty mile radius. By turning on a specially-tuned home radio receiver located near a teletype machine, the listener's TTY responds to the signals it receives, accurately reproducing in words the messages prepared in the studio.

Home video systems using videotape generally record an electronic image and audio track onto a cassette. They use methods which make the recording process so easy that technical expertise is virtually unnecessary. Either broadcast or closed-circuit signals are fed into the machine by using simple controls. Because of its design, the videocassette is immune to fingerprints, tangling, and improper threading. These systems could be used with a caption decoder in order to record programs that would playback with captions.

The videodisc makes use of a pliable plastic disc which is played back on a receiver that uses a type of electronic scanner to deliver an image to the home monitor.

This relatively new device offers many possibilities for deaf and hearing-impaired viewers since it contains most of the components essential for an effective, computer-based, interactive television system: The recording electronics allow closed-captioning to be recorded on the disc and retrieved through the use of a decoder. A single disc may be scanned an infinite number of times and rapid selection can be made at an extremely fast rate. The speed of the video image can be controlled and still-framing is easily achieved for extended periods of time. With the aid of a computer, the videodisc player can recall and display sequences in any order with repetition.

The videodisc system is also designed to be easy to operate in its playback mode. Programs presently available for this system are prerecorded and come packaged in thin plastic records. Damage to the surface of the plastic disc should have little or no effect on the playback quality. Maintenance, therefore, is relatively trivial.

## Telephonic Assistance Devices

When Alexander Graham Bell invented the telephone, he was seeking ways to aid deaf people. Ironically, his invention greatly increased their handicap. The telephone grew from an exciting novelty into a virtual necessity, especially in business and industry. Since deaf and hearing-impaired people cannot use the telephone as originally conceived, they found themselves excluded from many employment opportunities. The social pattern which resulted from telephone use adversely affected this group, and for nearly 100 years, nothing was done to improve this imposed condition. Then in 1964, Weitbrecht, a deaf physicist, invented an electronic device that allowed the connection of two teletypewriters (TTY) by means of acoustic/inductive coupling to the standard telephone.

### Telecommunications Devices for the Deaf (TDD)

The acoustic coupler translates electrical impulses into audible signals and vice versa. By placing the telephone handset in the coupler, two TDD's are joined and what is typed on one machine is reproduced on the other. Since neither speech nor hearing plays a role in the communication, the acoustic coupler enables speech-impaired persons as well as deaf and hearing-impaired persons to overcome these barriers. However, this telephonic assistance device does require reading and, at a very low level, typing ability.

### TDI

Telecommunications for the Deaf, Inc. (TDI), a nonprofit corporation, was formed in 1968 to acquire and recondition teletypewriters which major carriers discarded as surplus. These reconditioned teletypewriters are then sold at cost to deaf people. Complete with an appropriate acoustic coupler, a typical installation of a reconditioned teletypewriter costs between $250 and $500. Elaborate installations can cost much more, however, depending upon accessories such as special signaling devices which cause lights to flash when the telephone rings, automatic answering devices, and prerecorded message equipment such as punched-paper tape readers.

In addition to these reconditioned mechanical teletypewriters, several relatively new electronic devices are on the market and are generally referred to as TDD's. Virtually all are designed to utilize modern electronic components and manufacturing techniques which have already been thoroughly tested in electric and computer terminals. These new devices typically feature built-in acoustic couplers and are therefore partially or fully portable. Message displays vary in size and configuration (depending upon the brand of equipment) from typed copy on paper to electronically generated letters which appear on a television screen. Not unexpectedly, the new devices are considerably more expensive (about $500 to $1,000) than reconditioned mechanical equipment.

## *TTY / TDD Use*

Vocational rehabilitation counselors and other service providers should anticipate a variety of initial difficulties which their hearing disabled clients may have regarding the use of a TTY/TDD. As with any other service, careful instructions may be required before a client is comfortable in acquiring and using a TTY/TDD. For example, people who do not have TTY's/TDD's typically express uncertainty about their ability to use one. This uncertainty may stem from an inability to type or from limited language skills. A client's concern about a lack of typing skills can usually be overcome with an increased familiarity with the equipment. The second problem, that of reduced language skills, is more difficult to overcome. However, with patience on the part of the involved professional and practice by the client, a rudimentary level of communication can usually be established.

## How to Classify a Hearing Disability

Much confusion evolves from distinguishing between terms such as deaf and hearing impaired. Following are some general definitions to help identify these differences.

***Hearing Impaired:*** A term generally used to describe and encompass all types of hearing defects.

***Hard-of-Hearing:*** A condition where the sense of hearing is defective but functional for ordinary life purposes (with or without help of a hearing aid).

***Deaf/Deafness:*** Speech is not usually understood even with amplification.

***Congenital Deafness:*** The general term used for any factor causing a person to be born deaf.

***Adventitious Deafness:*** Deafness after birth.

***Prelingual Deafness:*** When deafness occurs before the acquisition of language (usually before 3 years of age). Such a person will have no language frame of reference when learning to speak, write, or speechread.

***Postlingual Deafness:*** When deafness occurs after the acquisition of language (usually after 4-5 years of age). In most cases, persons who have lost their hearing after this age have a relatively strong language base.

***Conductive Hearing Loss (Impairment):*** Sound waves cannot be transmitted through the outer ear due to a blockage of the auditory canal or total absence of the passageway (congenital atresia) or through the middle ear due to otitis media (an accumulation of fluid which blocks the eustachian tube), usually a temporary condition.

***Sensorineural or Nerve Deafness/Hearing Impairment:*** The inner ear or the auditory nerve leading to the brain is affected. It can arise from a variety of reasons, including the mother having German measles (rubella) during her first 3 months of pregnancy; complications of infectious disease, such as meningitis, scarlet fever, measles, chicken pox, mumps, or diphtheria; or from a blow (trauma), or toxicity.

***Presbycusia:*** Deafness or impaired hearing due to the aging process.

### *Additional Costs*

A final consideration is the cost of maintaining a TTY or a TDD long after its purchase. For example, there are telephone installation charges (if a client does not already have a telephone) and charges for monthly telephone usage. Also, a TTY or a TDD must be serviced from time to time. The TDI Directory carries a list of service addresses.

## Equipment for Special Needs

Equipment is available which is especially designed for communication assistance. This equipment can permit direct long-distance communication between deaf people or between deaf and hearing people. The devices may also be designed to transmit information rather than provide two-way communication. Some of the equipment described below is available from manufacturers; other items can be custom fabricated.

Manufactured items available:

- Timers that flash a light signal or activate a mattress vibrator to awaken a deaf person;
- Visible "door bell" that activitates a flashing light or, for the deaf/blind person, a fan;
- Telephone bells supplemented with flashing lights;
- Closed circuit TV systems for communicating messages or serving as a visual intercom in high security areas;
- Sound amplifying systems, including hardwire, induction loop and radio frequency systems;
- Individual vibrating pagers for contacting the deaf person out of reach of other communication systems; and
- Message center light systems between receptionist's desk and individual rooms, coded to indicate phone calls, messages, or visitors.

Custom-fabricated devices:

- Three-way switch system wired to door bell that allows the visitor at the door to blink a light within the room whether the light is on or off at the time of the signal;
- Emergency call buttons located conveniently around a facility that activate a central alarm; and
- Lighted panel that flashes to confirm the emergency message has been received.

## *Emergency Devices*

Audio signal systems must be supplemented with visual or other sensory information in order to alert those with hearing loss. Systems that meet this performance standard include:

- Fire alarm and smoke detector system that activate strobe lights, vibrators, and/or variable-velocity fans;
- Fire alarm and other emergency reporting devices that do not require voice communication;
- Graphic messages confirming receipt of emergency signals, such as a sign in an elevator cab flashing "help is on the way" when a malfunction is reported;
- Pungent odorant added to natural gas supplies, particularly in science laboratores, to cue deaf persons unable to hear the hiss of escaping gas; and
- Warning lights that flash on when machines are running, or that signal when a machine has completed its task.

### Visual Ear: A Canadian Telephone Device for Deaf Persons

Visual Ear is a low-cost, portable unit which allows hearing or speech-impaired persons to send and receive messages over normal telephone lines. The unit measures 7 by 8¾ inches and comes with a carrying case. Visual Ear incorporates a small keyboard, LED (Light Emitting Diode) display area and an acoustic coupler that enables the user to communicate by typed messages over the regular telephone network. The main feature of this device is the acoustic coupler which accepts all types of telephone handsets in general use in North America. Visual Ear is also compatible with TTY's and other similar, but more expensive, products now on the market. The unit also has a long-life, rechargeable battery and AC adapter.

Major telephone companies across Canada offer the product at cost—$350 to persons presenting a medical certificate stating they are hearing or speech-impaired. Otherwise, it sells for $375.

## For More Information

To contact the National Captioning Institute, Inc., write 5203 Leesburg Pike, Suite 1500, Falls Church, VA 22041. Phone: 301-998-2400.

A brochure from the National Technical Institute for the Deaf (NTID) provides information on commercially available products that perform signaling functions. For a copy write NTID, Dept. of Audiology, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, NY 14623.

A reference book, *Telephone Accessories You Can Build* by J.H. Guilder, is available for those who wish to build their own signaling items from Hayden Book Co., Inc., Rochelle Park, NY.

For information on TDI membership and telecommunication matters, contact Telecommunications for the Deaf, Inc., 814 Thayer Avenue, Silver Spring, MD 20910.

"A Directory of Services for the Deaf in the United States" is annually compiled and published by the *American Annals of the Deaf* and is a comprehensive enumeration of educational, clinical, and organizational services. For information, write 5034 Wisconsin Avenue, NW, Washington, D.C. 20016.

The Alexander Graham Bell Association for the Deaf, Inc., 1537-35th Street, NW, Washington, D.C. 20007, disseminates information and promotes speech and lip reading.

A monograph which records the state of technology for telecommunication devices for the deaf is *Impact 1980* by Drs. Jerome D. Schein and Ronald N. Hamilton. For a copy write the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910.

The American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, MD 20014, is composed of specialists in communication disorders.

The Fall 1978/ Winter 1979 issue of the *Science Education News* (published by the American Association for the Advancement of Science) deals with education and the physically disabled and offers some valuable information on deafness and hearing impairments. For a copy, write to AAAS, Office of Science Education, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036.

Copies of the BRIEF are available from UF-RRI. Request braille or tape editions from your regional service library.

---

**Prepared by Rehabilitation Research Institute • College of Health Related Professions**

**University of Florida • Gainesville, Florida 32610**

OA-601 12-67

COMMONWEALTH OF PENNSYLVANIA

October 24, 1980

**SUBJECT:** "Rehab Brief"

**TO:**
Central Office
Regional Offices
District Offices
Hiram G. Andrews Center
Disability Determination Sections

**FROM:**
Harry W. Guise, Administrator
Program Evaluation Section

Many types of technology have taken place during the past several years for the deaf and hearing-impaired individuals. This issue of the "Rehab Brief" discusses various aspects of this technology including television captioning, telephone assistive devices, etc.

The following information is available from the Program Evaluation Section Library:

1. "Roles of Counseling in Ensuring the Rights of the Handicapped" - The Personnel and Guidance Journal, Vol. 58, No. 4, December 1979.
2. "Trends of Interpreter Education/Training Programs—Insights from One" - The Deaf American, June 1979.
3. "Interviewing Guides for Specific Disabilities: Hearing Impairments" - U.S. Dept. of Labor.
4. "The Labor Force Participation of Handicapped Women: An Empirical Analysis" - The Journal of Applied Rehabilitation Counseling, Vol. 11, No. 2, Summer 1980.
5. "Facilitating Career Guidance of Deaf Students: Challenges and Opportunities for Counselors" - The Vocational Guidance Quarterly, June 1979.
6. "Acting the Role of a Counselor" - The Personnel and Guidance Journal, September 1980.
7. "Mental Health and Deaf Persons" - The Education Digest, March 1979.
8. "Deafness: Common Misunderstandings" - American Journal of Nursing, Nov. 1978.
9. "Counseling Persons with Disabilities: Are the Feelings, Thoughts, and Behaviors of Helping Professionals Helpful?" - The Personnel and Guidance Journal, December 1979.
10. "Genetic and Hearing Loss: An Overview for Professionals" - American Rehabilitation, November/December 1978.
11. "Can You Hear Me? Implant Bypasses Ear's Defects" - Science Digest, June 1979.
12. "Deaf People Communicate by Phone" - American Rehabilitation, September/October 1977.

435

The following publications are available on loan from the Program Evaluation Section Library:

1. "Impact 1980: Telecommunications and Deafness" - Deafness Research and Training Center, New York University School of Education, 1980.
2. "Identifying and Solving Problems: A System Approach" - Roger Kaufman.
3. "Hearing Impaired Developmentally Disabled Persons: A Challenge to the Helping Professions" - Larry G. Stewart, Ed.D.

* * * * * * * * * * *

TO OBTAIN INFORMATION OFFERED IN THIS "REHAB BRIEF" PLEASE CONTACT LEAH KUHNS IN THE PROGRAM EVALUATION SECTION LIBRARY. TELEPHONE: 8-447-7312.

* * * * * * * * * * *

## FREE B'S YOU CAN WRITE FOR

A newsletter is being published jointly by the United Cerebral Palsy Association, the National Society for Crippled Children and the Epilepsy Foundation of America. It is available without cost to interested individuals wanting to keep current with legislation affecting disabled individuals. To be placed on the mailing list write: United Cerebral Palsy Association, Suite 141, Chester Author Building, 425 I Street, Northeast, Washington, DC 20201. (Innovator"-Vol. 5, No. 3, 1980)

Regulations spelling out the required implementation of Section 504 have been issued. This is the section of the Rehabilitation Act of 1973 that protects the rights of handicapped people to participate fully in community life. These regulations and the rest of the legislation are available free by writing: U.S. Dept. of Health and Welfare, 330 Independence Ave., Southwest, Room 5400, Washington, DC 20201. People who want to file a complaint in connection with this Section may write to the same address.

"How to Get Started in Professional Public Speaking" - Though written for aspiring professional speechmakers, this booklet is useful to anyone who has to speak in public. It discusses the importance of choosing an interesting subject that you know a lot about and delivering your message in a well-organized manner. 22 pages. Order from: International Platform Association, 2564 Berkshire Road, Cleveland Heights, Ohio 44106. Free with stamped, self-addressed, business-size envelope. ("Changing Times" - November 1980)

"A Woman's Guide to Social Security" - Certain aspects of the Social Security system are of particular interest to women. For instance, a wife who does not work outside the home is entitled to Social Security benefits regardless of age if her husband becomes disabled or retires and she cares for a child under 18 or disabled child who is entitled to benefits. But if the wife does not care for a child, she must be 62 or older to receive benefits if her husband becomes disabled or retires. Those situations are discussed along with other topics, such as payments to widows and employed women who become disabled, and benefits available to household workers. 12 pages. Order from: Consumer Information Center, Dept. 539H, Pueblo, Colorado 81009. Free. ("Changing Times"-November 1980)

APPENDIX 30

# Program Evaluation in Vocational Rehabilitation:

## OBSERVATIONS

U.S. DEPARTMENT OF EDUCATION
Office of Special Education and Rehabilitative Services
Rehabilitation Services Administration

②

437

# CASE REVIEW PROCESS IN PROGRAM EVALUATION

HARRY W. GUISE, ADMINISTRATOR OF EVALUATION
PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION

We in Pennsylvania feel that in developing a comprehensive program evaluation plan, a case review process should be one program methodology in evaluation activities. A case review system has the capability of identifying base line case service patterns, thereby generating information for the initiation of or improvement of decision making in policy and procedure.

The extent and degree of the structure and activities of the case review process is contingent upon the personnel allocated by the state to evaluation and the needs of the state as seen by top management and other inputs.

Because of the proposed Federal Evaluation Standards which are currently being field tested by the Model Evaluation Unit states each state in the country will have to develop its own case review process or utilize an existing process developed by someone else.

To define program evaluation on a state level, it is very useful to identify procedures for utilization of information to improve decision making in vocational rehabilitation program planning, monitoring and revision. (Handbook of Program Evaluation Studies, Michigan Rehabilitation Research, 1978) This review of current state rehabilitation agency program evaluation studies further states that program evaluation studies can be divided into three broad areas: (a) input studies which provide information for use in program planning; (b) process studies which provide information for use in program monitoring; and (c) outcome studies which provide information for use in program revision or change. In this article our attention will be devoted to the process studies in program evaluation studies.

A process study such as a case review system is concerned with the case service patterns within the rehabilitation process. Examples of the type of information gathered from a case review system might be: (a) delayed movement of clients' cases in the rehabilitation process; (b) percentages of eligibility of served clients; and (c) suitability of selection of clients' vocational objectives. This type of compiled data would provide the appropriate people in the agency's case service, policy and planning sections a "nitty-gritty" information base for change, modification, development and implementation of policy and procedure.

For example, we can determine through statistical data the existing time frames in the movement of clients' cases from referred status to eligibility status. If we develop a standard of three months as an acceptable time frame for that movement we might learn that in 20 percent of our experience with Case Review has been positive is due, we feel, in a large measure to careful planning and preparation, trained personnel and the commitment of top management people. For any evaluation program to have real meaning and value, a strong commitment by top management is an absolute necessity--we are fortunate in Pennsylvania to have this. No less important is an adequate and trained staff of case reviewers which not only insures that the work will be done correctly but establishes credibility with the field staff, another important factor in the success of any evaluation program. The four full-time case service reviewers were trained for approximately three months before assuming the responsibilities of their new positions. The careful planning and preparation that is necessary includes the preparation of the field staff to accept the evaluation process.

As Eric Hoffer states in his book, The Ordeal of Change (1963), "Even in slight things the new is rarely without some stirring of foreboding." All agencies, at one time or another, have had some type of case reviews. However, if an agency develops and implements a structured and permanent case review process as part of policy there may be some "stirrings of foreboding." To prevent this we suggest an awareness type of training at all levels prior to the implementation of the case review process. The purpose of this training would be to present the "how, why and where" of the case review system. If personnel are aware of the purposes and procedures there will be a minimum of stirring. In Pennsylvania we produced a video tape of the Case Review Process through our Training Section. This video tape was shown in each of our 15 District Offices. Following the showing of the tape a team of BVR personnel made up of individuals from Case Service Section, Evaluation Section, and Training Section were available for questions and comments. In attendance at these meetings were all personnel in the District Office, and our experience with this training and the outcome were very positive.

The Case Service Review Process, like program evaluation in general, is neither simple nor easy, but in Pennsylvania we have found it well worth the effort.

# Program Evaluation in Vocational Rehabilitation:

## OBSERVATIONS

U.S. DEPARTMENT OF EDUCATION
Office of Special Education and Rehabilitative Services
Rehabilitation Services Administration

③

440

# EVALUATION SECTION LIBRARY

Leah Kuhns, Administrative Assistant
Pennsylvania Bureau of Vocational Rehabilitation

The Pennsylvania Bureau of Vocational Rehabilitation (BVR) established its Evaluation Section Library as the result of its Federal contract to develop "A Comprehensive State VR Program and Policy System Through a Model Evaluation/Management Information Support Unit." This contract mandates that a library dealing with program evaluation be established.

In the beginning all that was envisioned by Pennsylvania's Model Evaluation Unit (MEU) was a small library dealing solely with evaluation subject matter. But as the work progressed it became apparent that there was a need for a more extensive library which would serve the entire Bureau, and the library that was established, while known as the Evaluation Section Library, is, in fact, a BVR library. In addition to its program evaluation (PE) holdings it contains material in many areas of vocational rehabilitation (VR), including new rehabilitation trends, current legislation, specific disabilities, assistive devices, material for civic groups, etc. This library is now housed in the Central Office of the Pennsylvania BVR and serves BVR's 15 District Offices, four Regional Offices, the Hiram G. Andrews Center, (a 500 client rehabilitation center operated by the BVR) and three Disability Determination Offices.

The creation and subsequent development of the Library was not an easy task. It required careful planning, much research and a lot of hard work on the part of the staff of the BVR Evaluation Section. But we feel the end result was well worth the effort, and we would like to share with you the process by which the Library was established and to describe its operation now.

Since this was a totally new undertaking in an unknown area, there was an obvious need for expert advice and assistance. This was sought from many and varied sources. One of the more evident needs was for the expertise of professionals in established library systems. The Pennsylvania State Library, located in Harrisburg, was solicited for technical assistance on the establishment, maintenance and continuing development of a library. In addition, its staff provided information on the various activities and resources within the State Library which would enable us to supply the BVR field offices with pertinent material to meet their needs. For example, they provided us with a list of all periodicals received by the Pennsylvania State Library and placed us on their mailing list to receive notification of all new acquisitions. In addition, the Evaluation Section Technical Assistance Center (TAC)--the official name of the Evaluation Section Library--has been listed in the Pennsylvania State Library's publication "Directory of Libraries serving the Government of the Commonwealth of Pennsylvania." This directory shows the list has been established and books are loaned on a first-come basis. Accompanying each book is a memorandum stating this publication is being furnished on a loan basis and the due date for it to be returned.

Within the next year a separate listing of all periodicals and books within the Evaluation Section Library will be prepared for dissemination.

We have attempted to sumarize for you how we in Pennsylvania established the Evaluation Section Library, and how it now operates. Should you begin a project such as this, we feel the major emphasis must be on taking steps which would encourage user involvement. This is extremely important in order to obtain maximum utilization.

There has been a great deal of satisfaction derived from the establishment of the Evaluation Section Library, especially when we see the interest generated from the field staff. However, we feel it is important to stress the amount of time and effort needed to produce these results. It is by no means a small undertaking. In addition to maintaining the actual day-to-day operation of the Evaluation Section Libary, which includes ordering publications, cataloguing material, and all other aspects of library work, we received approximately 150 requests from the field staff during the first year of operation. The 150 requests included information offered in the "Rehab Brief Insert" and requests from district offices and central office for specific technical assistance. Examples of technical assistance included information for presentations to civic groups on affirmative action for the handicapped, job readiness programs for the deaf, current legislation, and specific information on disabilities and assistive devices. We do not wish to discourage you from such an undertaking, in fact we wish to do just the opposite--but we do want to make you aware of the effort involved.

We hope this information will assist you. If you have any questions, or want more information, please contact Leah Kuhns at 717-787-7312. The mailing address is Bureau of Vocational Rehabilitation, 1318 Labor and Industry Building, 7th and Forster Streets, Harrisburg, PA 17120.

Communications with the IBM 3032 that supports it would allow inquiries to be made more quickly than our current batch system allows. Furthermore, special applications programs could be stored on diskette and easily run against data subsets by relatively naive users. Communications with NARIC and its supporting computer on the East Coast will allow users of the agency library to access NARIC's collection and to contribute to the Center's holdings.

## Model Evaluation in an Agency for the Blind

Wendell Cox

Principal Investigator
Mississippi Vocational Rehabilitation for the Blind

Mississippi Vocational Rehabilitation for the Blind is the sole blind agency to have received a contract to develop a Model Evaluation/Management Unit. While the Agency has a strong track record in rehabilitation and has conducted program evaluation for the past several years, this contract makes possible the actualization of a personnel team which can devote 100% of its time to developing a much needed and desired management information system.

In the development of the Unit's Conceptual Framework (work plan), it was necessary to carefully scrutinize each phase of the Agency's operation to make decisions regarding projects which would have immediate and long-range benefits for all levels of management as well as for the Agency as a whole. Initially, the Unit made "laundry lists" – lists of who did what, when, and why; lists of information requirements from external and internal sources; lists of available data; lists of reference sources; lists of consultants, universities, institutions geared toward evaluation; lists of goals and objectives; and, lists of forms, both federal and state. All this activity culminated in one realization – the need for a strong and reliable data base upon which to build a management information system.

In accord with RSA goals as cited in the RFP for this contract, the MVRB Evaluation/Management Unit seeks to meet the information needs of this Agency through the implementation of three projects which have as their overall objective "determining cost-effectiveness."

An initial project is currently underway to measure the population of potential clients. A questionnaire is being developed for surveying the 93 opthalmologists in the 1979 Mississippi Directory of Physicians. This project also includes forming a working relationship with a local university which has computer capability to review the census figures. The ultimate objective of this project is to provide a data base from which statewide projections can be made, thereby providing management with a sound basis for determining human and financial allocations.

The second study is being designed to yield a profile of clients served. Descriptive components include biographical data, education, economic status, work history, major and secondary disabilities, types of training/services provided, time span in program by category, and client outcome. This information will make possible an assessment of the needs of the client population.

The culminating phase of these interrelated studies will be a cost benefit study. A cost analysis, including indirect as well as direct expenses, will be conducted to produce the financial input. The variables to which the costs will be applied are all measurable benefits accrued by the clients from the services extended by the Agency.

In response to a contractual mandate, the Unit has developed an External Dissemination of Information System in order to share project results with other model units and with other blind and general agencies who may be experiencing similar problems or involved in similar studies. Input from blind agencies is especially welcomed as the results of our work will probably be most appropriate for them.

When both expert personnel and the funds to develop an Evaluation/Management Unit are provided, there are countless areas that invite probing and researching. However, each component of MVRB's operation can best benefit from a concentrated effort to develop, install, and make operative a sound management information system. The potential benefits will be realized not only during the contract period, but during future years of service to the blind as well.

## The Model Evaluation Project in Pennsylvania

William W. Jenkins, Ed.D.

Principal Investigator
Pennsylvania Bureau of Vocational Rehabilitation

The opportunities presented by the initial Federal request to respond to proposals for the development of a Model Evaluation and Management Information System seemed intriguing. Closer reading of the RFP, however, suggested that the successful grantees would be involved in activities which range far beyond those involved in typical State evaluation efforts. Even though an Evaluation Section had been in existence in the Pennsylvania Bureau of Vocational Rehabilitation for several years, we were intrigued by the opportunity to develop a climate in which innovative concepts and tech-

413

niques to advance the current state-of-the-art in evaluation could be developed and tested. In addition, there was a clear mandate to interact with leaders in evaluation from across the country. This would expose us to many new ideas and stimulate us to explore directions which otherwise might remain dormant in the Agency. Many of our ideas, still in embryonic form, could be nurtured in such a setting. The mandate also posed the opportunity to conduct the type of fundamental review of the information and evaluation needs of the Agency that seldom occurs in an organization unless it is in the throes of an organizational reorientation. More detailed perusal of the RFP led to considerable hesitancy as we began to realize the extent of the responsibilities which would be involved in this contract. Yet the opportunities for impact upon national policy and the state-of-the-art in evaluation seemed too exciting to dismiss.

Most organizational theories note that the introduction of change into an ongoing system can be exceedingly difficult. There tends to be an intrinsic resistance to such efforts as the organization seeks to maintain its current state of equilibrium. Most program evaluators would probably agree that this process is made even more difficult by the very nature of evaluation activities and the psychological resistances inherent in most individuals when they are asked to make their work more visible and to increase their accountability. Fortunately, was possible to implement the model project in a setting in which evaluation had existed for some time, so that much of the initial resistance to evaluation had been worked through. The model project was added as a separate unit which would interface with the regular Program Evaluation Section within the Agency. Since the contract required that the Agency Director be Project Director as well, there is a clear source of authority which gave the project the tools necessary to implement its specific activities. The basic research direction and supervision is provided by the Principal Investigator. The project manager, who is also Administrator of the regular Evaluation Unit, provides personnel and ongoing coordination between the project, and regular unit, and the Agency.

Since the successful development of evaluation within the Agency had occurred on an evolutionary rather than a revolutionary basis, it was decided that the same sort of approach would be taken to the implementation of the Model Unit. Thus, following the original publicity and statement of project objectives, the primary work of the unit involved conceptual and philosophical development with only slowly increasing contact with the field and administrative staff, so that the identity of the unit could be introduced in a series of increasingly visible steps. It seemed to us at this early stage in the project's development that the initial task was to begin to involve both staff and management in the project during its preliminary phases so that they were kept informed of the general developments and emergence of philosophy and approach.

One of the most difficult tasks with which we were faced in these early days was the development of a conceptual framework. The RFP required that a conceptual framework be articulated which is "the contractor's thoughts expressed in concepts, of what is the framework or system of activity of the State Agency program" and an "analysis of the function of evaluation in the Agency." This conceptual framework really represents both an integration of theory and pragmatic approaches to evaluation within a coherent structure that is the basis for building, refining and implementing a comprehensive informational and decision-making framework. This type of macro-level analysis was an activity with which most of us had only scant familiarity and has undergone considerable refinement as we gained experience with it. The development of this conceptual framework requires that policy, goals and objectives be made explicit at both the Agency and Section level. We have encountered some difficulties, since we do not have an MBO system. At this point we are in the process of developing specific objectives for each of the units. Such an undertaking is, of course, one of considerable magnitude.

One of the first things which we have discovered from this project is that it takes considerably more time and manpower to accomplish the kinds of activities (especially the detailed planning and reporting) which this contract requires. We find ourselves constantly having to draw on the resources of other staff to meet these requirements. An allied problem is that several of the contracts which were to be awarded at the Federal level for a coordinating committee, a Medical and Vocational Facilities Reporting System, and an Evaluation of the Federal Standards, all of which were to interface directly with the project states, have not been awarded on time. Though this has caused additional work for each of the model states, it also relieves some of the burdens of the actual field testing, which would have been inherent in these contracts, thereby freeing manpower for other aspects of the initial developmental work.

One of the major thrusts within the project is to develop studies of immediate relevance and applicability for the State Agency within topical research areas. At this time planning is underway for a series of studies which focus on various topics within field operations and management information areas. Studies anticipated are: 1) the refinement of a case review process; 2) a modified profile analysis technique; 3) the utilization of similar benefits; and 4) follow-up emphasizing client perceptions and satisfaction. It is expected that other areas will be selected for investigation which may involve the field testing of a variety of new methods and techniques. To insure that the results of the various studies receive the widest possible dissemination and maximum utilization both within the Agency and at a national level, a master dissemination and utilization plan has been developed.

Currently we are undertaking an assessment of staff skills in order to determine the training necessary to bring staff to the highest level of technical competency feasible. To support staff development, our professional library, bibliographic resources and technical equipment are being increased.

An important by-product of the project is that staff morale has been greatly enhanced by the chance to meet leaders in rehabilitation and evaluation, and the opportunity to develop input which may influence national rehabilitation policy.

# *IV. MEUs – FORMATION AND OPERATION*

## A PROJECT MANAGER'S VIEW

by Harry W. Guise

This is a brief written attempt to present a capsule view of the many facets of MEU activities from a Project Manager's view. This view is not limited to nor all inclusive of all my experiences, thoughts or conclusions.

In combined roles as an MEU Project Manager and an Administrator of an Evaluation Section, I function as a liaison person, a reviewer, an advisor, a coordinator, a budgeter and an all around "fix-it-person." In these roles, it sometimes seems that I spend at least 65% of my time on MEU activities and 55% of my time on my ongoing activities and responsibilities as an Administrator!

My gamut of activities range from the "nitty-gritty" of the Building Evaluation Capacity Projects to the Conceptual Framework of the Evaluation Unit within our Agency.

> ***"The first definite and very basic thought is the necessity for commitment and cooperation of top agency management."***

However, there are advantages to being exposed to these experiences. One is that a few definite and distinct thoughts have come into focus. These are not, by far, profound maximums but are issues to contemplate prior to entering into an extensive undertaking such as the MEU contract.

1. The first definite, and very basic, thought is the necessity for commitment and cooperation of top agency management.

2. Along with this, you must have the cooperation of agency personnel outside your section to assist in developing and initiating necessary MEU activities. Examples of other agency personnel are Case Service Section, Facility Section, Computer Section and Procedure and Planning Section.

In my role as an MEU Project Manager and Administrator of Evaluation, I have several advantages that assist in carrying out the necessary MEU activities. In the first place, I have access to management and other section heads. Secondly, I have access to management meetings, regional meetings and district meetings. These meetings can be utilized for awareness training.

3. If you are a large MEU state, you must periodically prioritize your MEU activities.

4. In a large agency, it is necessary periodically to reinforce your organizational structure, particularly in regard to specific individual task oriented activities.

5. In a large state, it is necessary to keep your staff informed and aware of the "happenings" through methods, such as meetings or news briefs.

6. Toward the end of the first contract year, we became aware of the necessity to develop and plan for dissemination and utilization. We have now developed a "mind-set" for automatic built in dissemination and utilization for all products.

7. Early in the contract, it became apparent that Building Evaluation Capacity, Task 6, presented opportunities for states to develop evaluation techniques and methodologies that would meet their needs and result in useful information for planned internal and external dissemination.

8. There must be a basic understanding and agreement of contract activities by all participants, states, RSA, and contractors. If not, the results are:

   a. Loss of effective utilization of staff.
   b. Credibility, within an agency, becomes an issue.
   c. Negative attitudes are developed within an agency.

9. Be prepared to make some difficult internal agency decisions. If you have no problems with the first eight issues, your difficulty will be minimal.

## PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION EVALUATION SECTION LIBRARY

Prepared by
Leah Kuhns
Administrative Assistant

The establishment of the Evaluation Section Library originated as the result of Pennsylvania becoming an MEU contract state.

After considerable research to determine the most suitable cataloguing system, appropriate sources for periodicals and other publications, etc., the overall Library concept was formed.

Since its inception in 1979 the Evaluation Section Library has obtained several hundred holdings and is currently receiving 75 periodicals for use by all BVR personnel. Holdings were received through the purchase of publications and through the generosity of BVR staff who donated portions of their personal library to the Evaluation Section for inclusion in the Library.

The vehicle used to disseminate library information to the BVR staff, which includes the Central Office, 15 district offices, 4 regional offices, the Disability Determination Sections, and the Hiram G. Andrews Center, is the "Rehab Brief" which is prepared by the University of Florida's Rehabilitation Research Institute. Included with the "Rehab Brief," a semi-monthly publication, is an insert prepared by the Pennsylvania MEU which lists available library holdings pertaining to the subject of that particular "Rehab Brief" and other publications which may be of interest to the field.

*". . . The Evaluation Section library provides technical assistance to staff on specific areas . . . (of) need."*

In addition, the Evaluation Section Library provides technical assistance to staff on specific areas in which there is a need, i.e., provides information on specific disabilities, resources which are available, etc.

The use of the Evaluation Section Library is increasing constantly and has been very well received by the staff. The following is a portion of a letter recently received from a field counselor, "May I take this opportunity to tell you how very impressed I am by the service you are providing. One of the problems which has always faced the rehabilitation counselor in the field is the lack of current information regarding resources, programs, program planning, etc., which could, if we had it, make us more effective in our service delivery. This is the first time, in my experience, that a variety of information is being made available to use and I am finding it enormously helpful and I sincerely hope that this service will be continued."

## THE MICHIGAN MODEL EVALUATION UNIT – HALF-WAY THROUGH THE CONTRACT

**Robert D. Struthers, Ph.D., Principal Investigator**

We are now half-way through our contract to produce "Comprehensive state VR program and policy systems through model evaluation/management information support units." For us in Michigan it is not a particularly comfortable status. The novelty of getting the contract and starting the project has passed, but most of the results we hope for have yet to be produced. It seems appropriate to list and discuss briefly some of the pluses and minuses. The positives are listed first.

The unit has been staffed (mostly). From an evaluation unit of one evaluator and one secretary, the unit has been expanded to a unit leader, three program evaluators, two secretaries, and a part-time graduate student. The original plans called for a fourth evaluator, but current state hiring policies may make it impossible to add the position. The new personnel have become oriented to the agency and its data, and they are conducting a variety of projects with increased independence.

A data processing terminal has been leased and is linked to the University of Michigan's computing center. It provides access to a wide variety of statistical programs and should allow the unit to retrieve and work with agency data in a far more efficient and effective fashion than was previously the case. Three members of the PE staff are receiving training in using the terminal, and within a few weeks they should be able to perform many operations on it.

*"... work has begun ... on ... a measure of client changes which will fit the agency's program evaluation approach . . . '*

The unit has been able to utilize a Wang Word Processor for a number of applications. The word processor was obtained independently of the project but has proven extremely useful in preparing follow-up mailings, tabulating and summarizing questionnaire findings, and in producing a variety of reports. It is particularly helpful in setting up tables so that data can be changed and tables reconstructed readily.

The unit has gathered most of the data for the field testing of the Berkeley Planning Associates revised Federal Program Evaluation Standards. It will soon forward the data to BPA and will write the state's report of its experience in the field test.

The unit has enlisted 22 rehabilitation facilities and 5 medical rehabilitation facilities to do the field testing of the Facilities Information System which was developed by Walker and Associates. The system is being considered for nationwide use by rehabilitation facilities. The field test will be completed in early 1981, and at that time Michigan will provide a report of its experiences and impressions.

After many delays in the subcontracting process, work has begun by the University of Michigan's Rebilitation Research Institute on several subjects of interest to the agency. Among them are a measure of client change which will fit the agency's program evaluation approach, and efforts to utilize agency data to predict the effects of serving different client groups.

While it's reassuring to view the progress that has been made, not all aspects of the project are positive. We know that we will meet the contract requirements, but we are not sure that we will solve some of the problems we have addressed nor that we will have in place the model evaluation system that we envision. It bothers us to be preoccupied with contract tasks

# Program Evaluation in Vocational Rehabilitation:

---

## OBSERVATIONS

---

U.S. DEPARTMENT OF EDUCATION
Shirley M. Hufstedler, *Secretary*
Edwin W. Martin, *Assistant Secretary for Special Education and Rehabilitative Services*
Rehabilitation Services Administration
Frederick Sachs, *Acting Commissioner*

447

# THE DURABILITY OF A MODEL EVALUATION UNIT

WILLIAM W. JENKINS, ED. D.
PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION

The specifications for this contract required the development of a "Model" Program Evaluation and Management Information Support Unit. In this context the term "model" would appear to have several levels of meaning. A model might be considered to be an ideal of exemplary method of functioning. This was clearly one aspect of the Rehabilitation Service Administration's (RSA) intentions since the six state units were to serve as examples that "given sufficient resources, State Agencies, regardless of size, can develop effective evaluation capacity" (U.S. Office of Human Development Services, 1978). However, a model also has a theoretical or scientific level of meaning which is to serve as "a representation of the underlying structure of a process or system. The system might be conceptual, ideal, or real. In general, a model has a simple and/or manipulatable structure relative to the system it represents. By making explicit the implications of alternative assumptions regarding key relationships of the issue or system under study, a model can provide a clearer understanding of these relationships" (U.S. General Accounting Office, 1978). We now recognize model construction and model description as an essential portion of the contract's work. The Request for Proposal (RFP) contributed to the process of model articulation by specifically requiring a continuing series of deliverables on the conceptual framework, operational tracking system, and evaluation plan. In doing so, it provided both a focus for many of the conceptual activities and parameters for them.

These activities, at first glance, would appear to comprise a series of logical and rational functions which could be conducted at a relatively abstract level. However, in an organization which already had an established Program Evaluation Unit with its own identity and history, such actions involved considerably more than we anticipated. The process of reconceptualizing the goals and nature of the existing unit took us into an extremely sensitive and difficult process. In psychological terms it required the development of the self-conscious to a much greater degree than had previously existed. In looking at the objectives, structure, organizational relationship, activities conducted, research strategies and the like, we began to encounter both personal and structural resistance that needed to be worked through. This process was both demanding and time-consuming. Most of the first year of contract operations was spent in conceptualizing, planning, and organizing the Model Unit and its initial work. Since further deliverables are required in these areas throughout the contract, a significant portion of the second year and, we suspect, third year will also be consumed in resolving our "identity crisis". Even after eighteen months of operation, the resolution is not yet clear to us. Unfortunately, the pressure of other activities in the contract and continuing revisions in scheduling and work requirements has reduced the time available for reflection and analysis of the model. Despite these limitations, the opportunity to reconceptualize the role of evaluators and information in vocational rehabilitation (VR) agency has led to significant alterations in our previous viewpoints as well as served to stimulate staff professional development.

In developing a Model Unit, one of our preliminary concerns was to structure this unit in such a manner that it would have the greatest possible impact on the agency's policy making, planning, and program operations. The RFP required that the unit look particularly at the "direct linkages" it had with the sections responsible for each of these functions within the agency. In attempting to situate the model unit within the agency's organization and to develop a "model" structure, it seemed important to consider the characteristics of the state agency in terms of its organizational structure and hierarchy. The Pennsylvania agency was awarded this contract in the category of a large agency (Section 110 fund over 25 million dollars) and, with its size, the agency certainly possesses the characteristics of a large bureaucracy. The literature on organizational theory and structure (Porter, et al, 1975) suggests that a large organization attempts to maintain its existing state of equilibrium. Although we would argue that the Pennsylvania agency is remarkably fluid and dynamic for its size, it must necessarily possess some degree of this characteristic. Even though change could have been initiated in the organization through revolutionary methods, the existing Program Evaluation Unit as well as the prevailing management philosophy showed a clear preference for an evolutionary style of impact. This logically requires that the sources initiating change be present over some significant degree of time. Therefore, durability was considered to be a key element in establishing this unit and structuring its functions so they would continue after the contract period.

In reviewing the RFP, it was clear that the Federal government intended for the unit to continue after the contract, and in fact required a commitment from the agency that it would do so. Despite this condition to the contract award, as a result of economic changes that have occurred recently, there now appears to be some threat to the continuation of Program Evaluation both at the state and national levels. As Taylor (1979) indicated in his brief review of the development of Program Evaluation, this area is relatively new for rehabilitation agencies. Although the 1966 amendments to the Rehabilitation Act are probably the first precursors of program evaluation in vocational rehabilitation, the 1973 amendments clearly established this function within most agencies. However, problems with the Federal Program Standards, the ambiguity of mandating legislation as well as the defensiveness of many managers across the country has led to continuing resistence to its operation. The latest legislation no longer specifically identifies program evaluation as a required component of VR operations and leaves its place ambiguous. When combined with the austerity of low state budgets at this time and the forecast for even greater cutbacks in the future, the utility and cost-effectiveness of program evaluation within state agencies is being closely scrutinized. Duration or even survivability becomes a germane issue for all Program Evaluation and is especially relevant for a Model Unit. However, this crisis also offers exciting opportunities for the model to clearly prove their utility and to demonstrate an ability to improve operations and make them more efficient in such pivotal times.

At the inception of the contract, Pennsylvania had a Program Evaluation Section which had evolved several years earlier from the statistical and the research units. The section consisted of 8½ full-and part-time professional and clerical staff with an additional four members in regional offices who served as Case Evaluators for field studies. Both the Evaluation and Management Information Support functions of the agency were conducted within the section, although data processing was handled by a different unit. The section was supported by an IBM 370/158 computer through on-line terminals in all field offices and central office, with the section given high priority for use of these facilities. However, there was not any capability within this system for high level statistical analysis through a package computerized system. In the organizationa hierarchy, Program Evaluation Section was removed two levels from the agency's director.

From the beginning it was felt that the model unit's impact and chances of its work being durable would be substantially increased if it could be closely tied to the existing Program Evaluation Section. By doing this, the existing section's reputation, linkages, technical facilities and other resources could be utilized from the onset without the model unit having to do all the original developmental work. Therefore, the Model Evaluation Unit was made a separate unit within the existing Program Evaluation Section. The dual structure has the advantages of providing centralized information and budget control while giving special emphasis to the contract activities. The dual structure also provides research and field support at an indepth level while maintaining flexibility and the experimental quality of the unit without formally committing it to a particular organizational structure. Under this system the Principal Investigator is responsible for conceptualization, research and technical direction as well as coordinating staff efforts on activities. The Project Manager is also the administrator of the Evaluation Unit and provides administrative and budget direction. The manager also is responsible for coordination between the unit and regular section and the agency.

The RFP required that the unit be situated organizationally so that it is directly responsible and reports directly to the agency director, who is also the project director. This innovative and essential feature has been particularly important in facilitating direct and frequent communication between the Model Unit and the agency's higher organizational levels, and has provided additional authority to the unit's staff during the first year. This has also provided valuable insight into the policy and management decision-making process that would not have been attained otherwise. Additionally, a coordinating committee composed of central office staff and administrators was organized to provide input and to assist in planning and coordinating efforts of the unit across departmental lines. Overall, the placement of the Model Unit within the agency and the development of its linkages with other sections has been designed to both increase its effectiveness and to structurally integrate it into the existing organization in the most conducive manner. Throughout the contract, resources, consultation and training opportunities have been shared between the agency's regular and model evaluation units with the deliberate intention of gradually merging their skills, activities and functions so that units may have a consolidated, single identity by the contract's end.

Several other factors were designed to insure the unit's impact and durability. If a unit is to be accepted within an existing organization it should immediately begin to produce work that is of importance to the agency's recognized concerns and needs. In this instance, several projects were selected that required field studies, and the unit's case service evaluators were immediately put to work on them so that products were available within several months after the contract's initiation. In addition, selecting a unit staff experienced both in evaluation techniques and agency operations was also immensely useful in moving rapidly to an operational capacity. As Patton *et al* (1978) noted in his discussion of the utilization of evaluation research, the "personal factor" which includes elements such as interest, determination, leadership, and commitment determines whether evaluations have an impact. Such factors were given careful consideration in selecting staff for a model operation and are now clearly recognized as important.

Our experiences to date in constructing a "model" evaluation unit suggest that this process is considerably more difficult and time consuming than had been previously thought. In particular, the need to focus on the design and structural characteristics of the unit, both to increase its durability and to experimentally find the best organizational structure, requires more conceptualization, organizational support, and participant commitment and flexibility than was anticipated. The payoff to both participants and the organization, however, also appears significantly greater than imagined. The long-term issue of durability and continuing impact appears to be a necessary consideration in the original design of a "Model" evaluation unit if it, in fact, is to endure.

# REFERENCES

PATTON, M., GRIMES, P., GUTHRIE, K., BRENNAN, N., FRENCH, B., BLYTH, D., "In Search of Impact: An Analysis of the Utilization of Federal Health Research" in COOK, T., Evaluation Studies Review Annual, Sage Publications, Inc., V. 3, 1978.

PORTER, L., LAWLER, E., HACKMAN, J., Behavior in Organization, McGraw Hill, Inc., 1975.

TAYLOR, J., "Establishing Comprehensive Program Evaluation in State Departments of Vocational Rehabilitation" in Program Evaluation in Vocational Rehabilitation Special Edition, Research Utilization Laboratory, V. 3, No. 3, 1979.

U. S. General Accounting Office, Guidelines for Model Evaluation, U.S. GAO January, 1979.

U. S. Office of Human Development Services, Request for Proposal-Comprehensive State VR Program and Policy Systems through Model Evaluation/Management Information Support Units, 1978.

452

ization prior to attempts at implementation of any evaluation program or project – surely no one who was listening will ever err here! Mr. Markisohn was followed by a presentation on field test experiences by members of the Delaware DVR staff. Aside from experience itself there is probably no better teacher than someone who has "been there" and Martha Jackson, Case Review Specialist, Earl C. Tuberson, Administrator, Barbara Bennett, Casework Supervisor, and Robert Snider, Facilities Specialist, have all "been there." They shared with the group their experiences with the San Diego Case Review Schedule, the New Evaluation Standards, and the Facilities Information System. Those who listened closely will be very glad someday they did!

The final session of the conference on the afternoon of the second day was one in which the representatives from each of the participating sister states briefly described evaluation activities in his or her own VR agency. The hope is that there will be more sister state conferences in which each of the sister states can share more fully with the others its successes and failures in program evaluation so that successes can be duplicated and pitfalls avoided – which means everyone wins. Future newsletters should tell the story. (They may also tell the story of some other sister states. Harry W. Guise, Richard Cohen and William W. Jenkins, Ed.D., of the Pennsylvania [another MEU state but a much larger state] Bureau of Vocational Rehabilitation, impressed by the concept of the sister states conference, attended the conference to observe and consider the applicability of the concept to larger states.)

For now it's "Thanks, Guy Veach for your brainchild," "Well done, Mr. Veach and Delaware DVR," and a special thanks to clerk-typist Jean Gibbs of Delaware DVR for your behind-the-scenes activities, your work on the registration desk, the photocopying of material, and all the numerous other chores you did for everyone that helped make the conference the success it was.

## GRANTS [illegible] CONTRACTS BUDGETARILY SPEAKING

**Harold Seitzer**
**Pennsylvania Bureau of**
**Vocational Rehabilitation**

Lucky you! You own your own home, one or two cars, maybe a boat, a summer house at the lake – or are you just "buying" all those wonderful things? If so, you are, whether you know it or not, a money manager, a Budget and Finance Specialist, because, before buying those things, you had to decide to purchase them, and (If you are like the rest of us!) you had to decide on the basis of a limited supply of money available to you. So you had to weigh your needs and wants and choose which were most important to you. You had to decide what you were willing to do without or with less of in order to have something else more important to you. And you have to keep track of your money to make sure you aren't spending too much or wasting money on things that are of less importance to you.

Government contracts or grants, usually representing large and impressive sums of money, often generate the psychological effect of euphoria or that one's ship has come in. But, in fact, has it really?

From the outset, the initial decision to bid on, or apply for participation in a government grant, the administrator must begin thinking, planning and prudently weighing the benefits to be gained.

Mindful that each expenditure must be well placed, there are numerous considerations and preparations that must be undertaken.

Time consumed by staff members and accurate reporting of it are essential. Time and money are one and the same, since they both represent dollars. Travel and travel related expenditures such as lodging, per diem, etc. must also be made a matter of record and budgeted wisely.

> ***"The forms and documentary reports . . . now contain statistical data and information that clearly illustrates not only how budget money has been used but also where its use has been most effective."***

In order to maintain a clear and easy to understand system of budget maintenance many contracts require a style of reporting that is unique to the needs of a particular project.

The Commonwealth of Pennsylvania, presently a participant in the MEU contract, has designed a series of reporting documents and forms that are used for the express purpose of tracking various activities and accompanying costs from the beginning to any given time throughout the life of the grant or contract. From these documents the administrator can gauge the financial posture that has been maintained and determine if the budget is adequate to continue planned activities or whether additions or reductions should be considered in various task categories. The mere fact that funds have been made available should not encourage the "use it or lose it" style of planning. For peak effectiveness in contract results as well as effectiveness from the standpoint of spending, total effort should be applied to all stages and all tasks.

The forms and documentary reports designed for the Commonwealth of Pennsylvania now contain statistical data and information that clearly illustrates not only how budget money has been used but also where its use has been most effective. This, without any doubt, is an aid in directing and adjusting future activities related to the grant or contract.

At reporting time there is no easy way to acquire and assemble all the pertinent material, papers and information necessary for a clean and clear picture. These are gathered only through on-going, persistent and tireless effort. This is especially true of projects of unusual size or scope.

The Pennsylvania project reporting budget is designed to develop separate stages of its system and to "feather" each step into a succeeding step that finally enables all steps to be joined into a concise report that is easy to read and to comprehend. Because of this excellent system Pennsylvania's contract budget is enjoying good health and with prudent watchfulness should remain healthy.

As stated earlier principles applied to running one's own household are not unlike planning budgetary expenditures involved in government contracts and grants. It is merely necessary to use utmost caution and care not to engage in "excess" with funds furnished for a contract or grant anymore that you might buy two or more bicycles for each of your children just because there appeared to be "lots of money to get rid of." If you are interested in more information on how Pennsylvania does this write to Harold Seitzer at the Pennsylvania Bureau of Vocational Rehabilitation, Labor and Industry Building, 7th and Forster Streets, Harrisburg, PA 17120.

## OREGON VOCATIONAL REHABILITATION DIVISION REORGANIZED

The Oregon Vocational Rehabilitation Division has recently undergone reorganization. This changed the "conceptual framework" required by the MEU contract. At the same time, this MEU contract requirement affected the process of reorganizing.

Oregon's MEU Project Principal Investigator, Neil Sherwood, was a member of a reorganization study team created by the Division's Administrator. MEU consultant, Dr. Bruce Gates, served as a consultant to the study team and the Administrator.

Neil Sherwood expects to write an article describing the ents, processes and experiences involved in conceptualizing and organizing the Oregon agency. This article will most likely appear in the Manuscript of Special Observed Activity (MSOA) to be published at a future date.

A desired outcome of the reorganization is to broaden the local impact of the MEU Project. This may result from two changes. The first change was to organizationally integrate management information support functions with automated data processing functions. The second change was to integrate program planning and evaluation functions within another organizational unit. For more about this, watch for future installments.

## MICHIGAN'S MODEL EVALUATION PROJECT

Robert D. Struthers, Ph.D.
Principal Investigator
Michigan Bureau of Rehabilitation

Michigan's venture into contractland continues with mixed results. We're beginning to see the conclusion of some of the contract tasks, but others are still proceeding slowly. We are anxious to turn our attention to some new issues which we think will make a contribution to the field. Here are some random comments on different aspects of the contract.

*Participating in the Project.* The project has been an education in doing things the federal way. We have learned what it means to prepare proposals, to establish budgets, to write conceptual frameworks, and to write plans for the various parts of the contract. Unfortunately, because of the many bureaucratic snags, much of our efforts have seemed like busy work. We have spent many yours on reports that are now of little use because of changed conditions, and we have spent hours in disucssion of issues which were finally resolved without regard to the deliberations. The project is moving but we're in a period when some of our initial expectations are being revised and products are not emerging as rapidly as we wish they were.

*New Capacity for Data Processing.* In previous newsletters we reported on new PE personnel that the Michigan agency has been able to add as a result of the project. Another significant gain in capacity has been obtaining an Anderson-Jacobson AJ 832-30 computer terminal located within the PE unit and linked to the computer network which serves the three major universities in the state – Michigan, Michigan State and Wayne State. The terminal has been leased for $177 per month. Part of the rent can be applied to a purchase if desired. The price of the terminal is approximately $3,000. In addition to the cost of the terminal, we expect to use about $2,000 in computer time this year and we also purchased training to use the terminal. We have trained three people in utilizing the terminal and becoming familiar with the variety of statistical packages which are available. Training was provided by the University of Michigan's Rehabilitation Research Institute.

---

***" . . . the figure for the number of persons rehabilitated per dollar spent is probably the most useful single indicator of effectiveness from the perspective of agency administrators."***

---

*Use of a Word Processor.* In the fall of 1979 Michigan BR obtained a Wang Word Processsor, System 5, Model III. The word processor was obtained independently of the model evaluation project, but using it has proven to be a great help to the unit. The four major applications for a word processor are revision typing, repetititve typing, data processing, and statistical typing. We have used the Wang Word Processor to prepare research articles, questionnaires, code books, grant proposals, and a computer manual. We are hoping to use it to replace the "subject card" in cataloguing our PE literature.

We have found the word processor particularly helpful in setting up and revising numeric tables, and the Wang has sufficient capacity for arithmetic computation that we were able to use it for simple data processing before we obtained our data processing terminal.

*The Federal Program Evaluation Standards.* Our part in the field testing of the Federal Program Evaluation Standards is drawing to a close and we will be submitting our comments on the standards and the procedures used in the field testing them in the near future. It appears to us that, in general, the standards are feasible for use as currently planned by RSA. However, additional work by the developer, Berkeley

### CONCLUSIONS

How does all this activity relate to the primary mission of the MEU project? Admittedly, from one point of view BPA and RSA have been the primary beneficiaries of the revised standards field-test to date. However, the field-test has returned some important dividends for the MEUs as well. First, it has provided an excellent opportunity for the MEU staffers and state agency managers to think through the whole notion of standards both conceptually and methodologically and in terms of how they apply to managerial decision making processes within their state agencies. Secondly, the field-test has provided an excellent training laboratory, not only for new MEU staff members (some of whom have come from other discipli and have had little contact with the world of vocational reh bilitation), but also for other staff members from all levels and divisions of the state agencies who have had little contact with program evaluators and program evaluation. Finally, but certainly not least importantly, working through the data elements, worrying about their accuracy, validity and reliability and arguing about their implications for agency decision-making has reminded us forcefully that the ultimate objective of the MEU project is the improvement of services for clients. If the standards field-test contributes to that end (and I for one, certainly believe that it has and will), then its benefits will have far exceeded its costs.

# *IV. MEUs–FORMATION AND OPERATION*

## MEU STAFF PARTICIPATES IN STATEWIDE STAFF MEETING

One VR agency that recognizes the importance and value of a good evaluation program and is taking full advantage of its Model Evaluation Unit is the Mississippi Vocational Rehabilitation for the Blind (MVRB). In addition to having been asked to assist in planning MVRB's Statewide Staff Meeting, the MEU staff had a very visible role in the actual conduct of the meeting which was held September 15, 16, and 17, 1980, in Jackson, Mississippi. The meeting brought together all Regional Directors, Counselors, Liaison Counselors, and Counselor Assistants employed by Mississippi Vocational Rehabilitation for the Blind as well as key administrative staff. Dr. Martha Walker, Professor and Coordinator of Kent State University's Rehabilitation Program, served as moderator for the three-day session.

At the specific request of the Director of Mississippi Vocational Rehabilitation for the Blind, the analysis and findings resulting from the Mississippi MEU's participation in testing the San Diego Case Review Schedule were presented by the MEU Principal Investigator. The agency's strengths and weaknesses as revealed by the pretest of the Standards were related to a thorough review of the rehabilitation process covering Statuses 00 to 10. As issues were raised in an attempt to upgrade the skills of conference participants, relevant findings of the CRS were noted.

During its initial year of operation, the MEU participated with Mississippi Vocational Rehabilitation for the Blind's Program Support Unit in conducting the agency's annual Case Review/Quality Control Study and in preparing the subsequent report. This experience enabled MEU staff to contribute to the training session information garnered directly from agency cases in such areas as case documentation, determination of client eligibility, and federal and state mandates regulating what may occur in Statuses 00 to 10.

Mississippi Vocational Rehabilitation for the Blind has plans for two additional three-day training sessions to address Statuses 10 through 12. It is very probable that the MEU will be asked to assist in the planning and conduct of these sessions.

## EXPERIENCES AND IMPRESSIONS OF A CASE SERVICE EVALUATOR

### by Paul E. Saupp

As a first-line Supervisor with the Pennsylvania Bureau of Vocational Rehabilitation (BVR) in a unit consisting of two specialty caseloads, one providing services to psychiatric clients (behavioral disorders) and the other servicing SSDI-SSI beneficiaries, I welcomed the chance to apply for the position of Case Service Evaluator (CSE) when the opportunity presented itself three years ago. The job would be a challenge I thought – it was a new field both for me and for the BVR which had only initiated the case review process a year earlier – and it would permit me to acquire an in-depth perspective of the entire rehabilitation process. I was not disappointed. As a Case Service Evaluator I have been challenged and I have learned much.

For administrative purposes the Pennsylvania BVR divides the state into four regions. In each of the four regions a CSE is responsible for evaluation activities. My particular bailiwick is Region III to which I was assigned after intensive training by one of the other three CSEs. Geographically this is a rather large area of farms and small to medium size towns with a total population of some 1,654,673.

The case evaluation process in Pennsylvania includes monthly meetings of the four regional CSEs and the Administrator of the Evaluation Section of the BVR. These meetings are used to develop case review sheets, question interpretation, and provide guidelines for each review. Lively discussion occurs during these sessions as each review item is examined closely and boiled down until consensus is reached. I find this item analysis very appealing since the give-and-take among the participants results in a feeling of satisfaction with the accuracy of the finished product – a feeling that the close scrutiny of each item has resulted in a synthesis based on the best thinking of the entire evaluation team.

After a consensus on the case review package is developed, the results are "put to the test" to determine inter-evaluator reliability by having the CSEs review a common casefile. If the results indicate acceptable reliability, i.e., if the evaluators exhibit a high degree of uniformity in respect to interpretation of the review items, the package is considered a finished product. To me, this aspect is the heart of the evaluation process since without a high degree of inter-evaluator reliability, subsequent stages of the process will be meaningless.

The next stage is field testing the finished product. This consists of selecting an identical number of cases to be reviewed by each evaluator in his particular region. The results are evaluated at another meeting of the Case Service Evaluators and Administrator the Evaluation Section with particular emphasis on any unforeseen problem areas that were uncovered in the review. These areas are refined until a consensus is again reached by the evaluation team. This step is also very important in the case evaluation process since, again, it assures high inter-evaluator reliability and uniformity in interpretation of the case review items.

> *"Without the necessary follow-up, the time, effort and money expended on a case review could end up being time, effort and money wasted."*

After agreement is reached at the two stages of the evaluation process, the reviews are conducted in the district offices by the Case Service Evaluators. If the approach of the evaluator in case review is not punitive, if it is positive in that the evaluator is sincerely interested in attempting to help the district administrator obtain a more efficient operation, the district administrator will likely perceive the evaluator as an asset in his planning. Likewise, the role of the evaluator will be perceived as threatening to the counselors if they are suspicious that they are being judged on an individual basis. It is necessary to convince counselors that the case reviewer is interested only in patterns of weakness and strength in the office as a unit. In addition, it is mandatory to make certain that supervisors do not use individual counselor results from the review in a punitive way (such as in the annual rating of the counselor). This would defeat the real purpose of the evaluation.

After a district office evaluation has been completed, a Case Review and Evaluation Conference is arranged with the district administrator, regional administrator or assistant, and district office supervisors when feasible. The purpose of the conference is to examine the results of the case review including strong and weak areas, identification and solution of problem case service patterns, and clarification and modification of existing case service patterns where needed. This conference is of the utmost importance because it is here in the interaction between the participants that the district administrator who is interested in improving the operation of the district office can get new ideas. As patterns of weakness are identified, the likely causes for these weaknesses are explored and possible solutions suggested. Patterns of strength that can be built upon are also examined and discussed. If, however, the district administrator and other participants do not have confidence either in the evaluator or the findings of the evaluation, or if they are adverse to change in general, the meeting may well be of little value. Thus, it is most important that from the very first the evaluator work to establish rapport with the district administrator and others, conduct himself or herself in a professional manner always, and be well informed on the subject of each review so that the district administrator can develop confidence and respect for the CSE. The greater the involvement of the participants on the whole process the greater is the probability that the conference will be successful in generating necessary changes within the district office.

In addition to the Case Review and Evaluation Conference another very important aspect of the case evaluation process is the follow-up. By follow-up I mean a systematic method of determining if the weaknesses detected in the case reviews and/or discussed in the Case Review and Evaluation Conferences have been corrected or are being corrected in the district offices. My greatest concern is that not enough emphasis is placed on this very important aspect of the case evaluation process. Without the necessary follow-up, the time, effort and money expended on a case review could end up being time, effort and money wasted.

My three years as Case Service Evaluator have been very rewarding. I have gained a greater understanding of the rehabilitation process, Rehabilitation Act of 1973 and Amendments, the Federal Regulations and Procedures Manual, and policies and procedures in general. Convinced of the value of and the need for evaluation in VR before I became an evaluator, my three years as a CSE has reinforced this conviction. Evaluation is vital to the good health of VR and I am happy to report that the Commonwealth of Pennsylvania has a coherent and effective evaluation program, (although some areas need strengthening) that is an excellent vehicle for evaluating and monitoring the service received by clients as well as compliance with Federal and State regulations.

## PROGRAM EVALUATION MEETING IN REGION V

**Robert D. Struthers, Principal Investigator, Michigan MEU**

As part of its dissemination activites the Michigan MEU co-sponsored a meeting of program evaluators from Region V in September 1980. The conference was co-sponsored with the Region V Regional Office and the University of Michigan's Rehabilitation Research Institute and was held in Ann Arbor. The meeting was particulary welcome in Region V as there had been no opportunity for program evaluators to get together for several years.

The first day of the conference was devoted primarily to a description of Michigan's model project activites, and the second day was devoted to presentations from the other states. Michigan's presentations consisted of an overview of MEU activities by Bob Struthers, followed by a description of the field-testing of the proposed revised Federal Program Evaluation Standards by Bob Richardson and of the proposed Facilities Information System by Geri Hansen. Jim Nuttall then described the unit's experiences in bolstering its analytic capacity with a computer terminal linked to the Univeristy of Michigan's computer center.

It was evident from the presentations on the second day that progress in program evaluation is by no means limited to the model units. All of the states reported on projects that were of interest. Minnesota described its statewide survey of the disabled which is based on functional limitations, plus case review indicators which they use. Wisconsin is in the process of developing a totally new information reporting system. Indiana has recently completed a study of its on-job training activities. Ohio has a process for addressing and sending out follow-up surveys by computer, and Illinois has a number of approaches to the evaluation of special projects which were of interest to the group.

In addition to the state reports Terry Conour and George McCrowey of Region V described the Abt project on the revision of the national management information system. Don Harrison and Ralph Crystal reviewed the recent activites and publications of the University of Michigan's Rehabilitation Research Institute, and Rick Nida of the West Virginia Rehabilitation Research and Training Center explained how Region III has maintained continued communication and interaction among program evaluators through their "PE Forums."

Duane Sermon of Minnesota accepted the position of chairperson of the Region V group and it is hoped that in the future semi-annual meetings can be held.

## SECRETARY REFLECTS ON MEU IN PA

**Zelda M. Peters**
**Pennsylvania Bureau of Vocational Rehabilitation**

Yippee! We were awarded a contract! So what? New words and phrases were being tossed around, and it sounded like a big paper chase to me. How could we produce a model evaluation unit? Just what is a model? Well, we soon found out; and it turned out to be enlightening to all of us. We found out that our unit was an integral link between our Bureau and a whole host of "users" out there who needed the information we could provide.

As NASA has a special language or jargon, peculiar to the space program, the MEUs have their own special jargon which is becoming more a part of the everyday language of our unit.

So, "dissemination and utilization of information", "management information system", "contractors", "products", "deliverables", all took on new meaning to most of us. Not to mention the increased workloads. Those typewriters really took a beating. And the meetings with R&T personnel, listening, absorbing what we could, and at times contributing some small bit of information or some idea that we had, gave us a vision of what we were supposed to be working for.

"Deliverables" now that's a good word. We learned pretty soon what they were, and the purposes they served. We saw the outline of our 3 year program taking place. It seemed that there was no end of jargon and 60-cent words flying around our Section, and we almost thought they were newly invented. The noise of the typewriters, calculators and voices discussing various aspects of our goals was deafening at times. We felt at first like small ships in uncharted seas. But when all the fog had cleared away we saw something very grand emerging from all this that we had considered "gobbledy gook". This model evaluation unit stuff was really okay.

We noticed, and still notice, a difference in the communication between our unit and other units in our Bureau. We began to get an idea about what the other units' goals were in relation to our own. We started to feel like part of a giant organization with united purpose which was starting to roll with such force that nothing could now stop it.

To one whose "niche" in an organization consists of typing letters, memorandas, reports, charts, and the like there is little time for, or interest in, the activities of other units whose work activities are unknown and seem far removed from the goals of the unit in which that person provides "technical assistance". You see, there I am beginning to take to that jargon we found so new and strange a while back.

To be specific about a few of the things that I see occurring from where I sit at my hot little typewriter — we are cognizant of the part other units of our Bureau play in the attainment of the overall goals of our Bureau. There is a new awareness that we all have specific roles to play. So that the completed project is properly balanced and provides the products that our users require in a timely and orderly manner we must complete our own projected goals as our timetable prescribes.

It is fascinating to be part of this model evaluation unit, and to see the good that it has done for us in our scheduling of activities and goals. We're coming down the "home stretch" and it has been a rewarding experience.

## DATA DICTIONARY

The Oregon MEU is continuing its efforts to enhance the agency's data processing capability. Oregon Vocational Rehabilitation Division (OVRD) recently contracted with the Oregon Executive Department's Data Systems Division to begin a systems analysis to define the requirements of a comprehensive accounting and purchasing system. This system will be integrated with the client data system developed earlier.

The development of all these computer systems has increased the complexity of data management. To address the resulting problems the MEU is developing specifications for standard naming conventions and formats to create an agency data dictionary using the software package Data Manager.

Data Manager, developed by MSP, United Kingdom, is a user oriented product for creating, maintaining, and questioning a data dictionary. It does not contain the real data itself, but contains data about data and permits documentation of the characteristics of each data element as well as documentation of the processes that act on it. For example, after the dictionary is fully developed and all OVRD data elements, files, programs, and systems are documented, it will be possible to query the dictionary and determine every use of a particular data element.

## FMIS UPDATE

The Facility Management Information System Evaluation Panel met in Chicago, Friday, April 24, 1981. The NARF project staff together with Walker and Associates' representative presented preliminary findings of the FMIS field test experience.

The response to the evaluation questionnaire has been very good — a 70% return. The NARF staff, in its efforts to strengthen the validity of the evluation, made follow-up phone calls and individual contacts with many of the field test participants.

The NARF/FMIS staff feels that a good deal of caution must be exerted at this time in drawing conclusions about the FMIS. The reasons for this caution, as revealed by the examination of the evaluation are:

- All sources of data do not necessarily provide the same general results. For example, the questionnaire responses tend to be more positive than negative while the comments in the state meetings tend to be more negative than positive.
- Initial field test data displays were prepared from incomplete data to demonstrate some of the *types* of displays that could be prepared. Due to incomplete data and lumping together of different types of facilities and programs the field test data displays were skewed and misleading if viewed for the data itself rather than as examples of types of displays. This appears to have contributed to some of the negative evaluation feedback.
- It is evident from the experience of the field test that the variety of facilities, programs, state agency approaches, outcomes, and even disabilities is greater than was perceived at the beginning of the development of the FMIS. It appears that FMIS may be appropriate to some of these and not others. Determining which and to what extent will require further analysis.

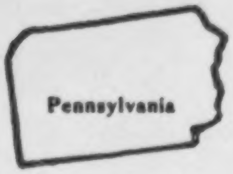
Given these findings it was evident by the April 24 Evaluation Panel Meeting that more detailed analysis of the data was needed. The Panel concurred in the recommendation of staff that this be done. The key activities in this analysis, which are now taking place, are the following:

- Additional sorts of facility data by characteristics such as facility size, type and utilization.
- More detailed item by item examination of questionnaire data.

458

# WORKING RELATIONSHIPS AS A FACTOR IN THE DURABILITY OF PROGRAM EVALUATION

**Donald E. Hossler**
**Pennsylvania Bureau of Vocational Rehabilitation**



**One of the keys to the durability of an organizational unit is its ability to relate to other units of the organization in a successful manner. The Pennsylvania model evaluation unit (PA MEU) has expanded its relationships with other central, regional and district office units throughout the State since the inception of the contract. A major role of the Program Evaluation Section prior to the awarding of the contract was support activities to the entire Bureau. Contract work has heightened this involvement. Examples of such ongoing relationships are:**

1. **Case Review Process** - This requires input from literally all segments of each organizational unit of the Bureau. This input assists in the determination of subjects for case reviews, e.g., homemaker closures, suitability of choice of vocational objective, alcoholic case reviews, etc. Additionally, top management's utilization of review can result in policy modification and can create an inter-active environment.

2. **Federal Standards** - Compilation and analysis of statewide data for this purpose requires cooperation and consultation from the district offices and management at all levels.

3. **Facilities Information System (FIS)** - This work activity involves relationships with the Facilities & Grants Management Section in order to develop and implement a system.

4. **Technical Assistance Center (T.A.C.)** - The collection of journals, periodicals, books and other literature has enhanced our capability to provide sound information to Bureau staff. In just over one year, almost 200 requests for information were filled. Requests are received from all 15 district offices and all sections of the central office. The range of requests is for information on everything from disabilities and program evaluation to management, counseling, and job placement.

A specific example of Pennsylvania's program evaluation supportive role in our agency is recent work on an evaluation plan for the newly emerging Client Assistance Project (CAP).

The Program Evaluation Section (PES) first heard of the existence of CAPs through a "Rehab Brief" disseminated by the University of Florida's Rehabilitation Research Institute on November 16, 1979. As a result, the PES contacted the Rehabilitation Services Administration in Washington, DC, to access a listing of operating CAPs. Phone contact was initiated with 15-20 CAPs asking for their annual reports and forms used. The responses flowed into the PES and were logged into the Technical Assistance Center for future use.

In April of 1980 the Grants and Facilities Management Section (GAFMS) began gathering information to request Federal funds for establishment of a PA CAP, with a pilot study in 2 district offices and one office for the visually handicapped. Information was disseminated from the T.A.C. to GAFMS in support of the proposal.

The PES assisted in the development of the evaluation plan with presentations to district, regional, and central offices, and to the CAP staff. The purposes of the meeting were; (1) to develop an awareness and understanding of the role of participants in the project; (2) to increase understanding of the evaluation plan system and purpose; (3) to initiate a uniform procedure at the onset with an awareness that modifications or deletions could be instituted when necessary; and (4) to elicit input for any preliminary revisions to the evaluation plan before it became operational on February 1, 1981.

Topical areas presented by the PES at the meetings revolved around a general overview of program evaluation, discussion of CAP program objectives and how they are measured, review of all forms to be utilized and their flow. Various audio-visual techniques were used to promote discussion and comment.

Further PES activity in the CAP will involve monitoring of progress, collecting data, measuring outcomes, analyzing data, and disseminaton. Frequent PES meetings are planned with Bureau field, central office and CAP staff.

A high priority of the PES, in support of Bureau activities, is timely and reliable assistance. The Federal contract has allowed the PES to enhance its ability to provide a variety of activities in a meaningful manner to the Bureau of Vocational Rehabiltation.

If you desire more information on this topic, telephone the writer at (717) 787-5123.

# "The Management Uses of Evaluation Information"

National Conference
Scottsdale, Arizona
June 30 - July 2, 1981

# WELCOME

Dear Program Participants,

We welcome you! And anticipate that this conference will provide a forum for all those interested in the future of vocational rehabilitation to reason together about evaluation and all that it means.

The Model Evaluation Units (MEU) first national conference on evaluation will provide an environment for discussion of concepts for better management through better use of dwindling resources. It is sponsored by the West Virginia Rehabilitation Research and Training Center, coordinating contractor for the Model Evaluation Unit project, which is funded by RSA for the purpose of developing state VR program and policy systems through model evaluation/management information support units.

The creation of the Model Evaluation Units provides a visible point of focus for administrative needs as they relate to program evaluation. Of equal importance is the development of a coherent national agenda in program evaluation and to exchange the instrumentalities whereby program evaluation can be translated into actual practice.

Staff from the six MEUs (Delaware Division of VR, Michigan VR Service, Mississippi VR for the Blind, Oregon VR Division, Pennsylvania Bureau of VR, and Virginia Department of Rehabilitative Services) will be on hand to impart technical and experiential program evaluation information which they have translated into actual practice. Also available for assistance will be representatives from CSAVR, RSA, and private contractors involved in the MEU project. Other participants it is hoped will share their knowledge and experience in the discussions to follow in the next few days.

The MEUs invite you to share with each of us here your ideas for better management through program evaluation.

461

# THEME

## "Better Management Through Program Evaluation"

What will you gain by attending? The conference participants will leave with:

1. An ability to identify and prioritize for themselves the essential and desirable components of a comprehensive program and policy information support system;
2. An appreciation of the fiscal and personnel resources required to implement components of an information support system;
3. An appreciation of the importance of implementing a high quality, comprehensive state/federal MIS system recognizing the requirements of the congressional and executive branches;
4. An appreciation of the potential in-house contributions of various information system components, including contributions to policy development, program accountability, political health, and budget preparation and presentation;
5. An ability to associate sources of information and technical assistance with perceived needs.

# PROGRAM

## "The Management Uses Of Evaluation Information"
## National Conference, June 30 - July 2, 1981

### Tuesday, June 30, 1981

| | | |
|---|---|---|
| 7:00 p.m. - 10:00 p.m. | Welcoming Reception<br>Registration | Poolside |

### Reception Committee

Guy Veach, M.A. Ed.
Delaware Division of Vocational Rehabilitation

Robert Struthers, Ph.D.
Michigan Rehabilitation Services

Wendell Cox, M.S.
Mississippi Vocational Rehabilitation For the Blind

Neil Sherwood, M.S.
Oregon Vocational Rehabilitation Division

Harry Guise
Pennsylvania Bureau of Vocational Rehabilitation

W.H. Brownfield, M.S.
Virginia, Program Evaluation

James Taylor, Ph.D.
Rehabilitation Services Administration

Thomas G. Tyrrell
Chief, Arizona Rehabilitation Services Bureau

Nan E. Brenzel, Ed.D.
Conference Chairperson
West Virginia R & T

Richard A. Nida, Ph.D.
MEU Coordinator
West Virginia R & T

## Wednesday, July 1, 1981

| | | |
|---|---|---|
| 8:00 a.m. - 9:00 a.m. | Registration | Navajo Ballroom |
| 9:00 a.m. - 10:15 a.m. | Welcoming Remarks<br>Thomas G. Tyrrell<br>Administrator<br>Arizona Department of Economic Security<br>Rehabilitation Services Administration<br>James Taylor, Ph.D.<br>Project Officer<br>Rehabilitation Services Administration<br>**"Overview of the Model Evaluation Unit (MEU) Concept"**<br>Richard A. Nida, Ph.D.<br>Project Manager<br>West Virginia R & T Center | Navajo Ballroom |
| 10:15 a.m. - 10:30 a.m. | Coffee Break | |
| 10:30 a.m. - 12:00 Noon | **"Evaluation and Accountability in the Future-Implications of the Reagan Administration"**<br>**"A Federal Perspective"**<br>Fredrick Sachs<br>Acting Deputy Commissioner<br>Rehabilitation Services Administration<br>**"A State Perspective"**<br>Terry Etling<br>Director, Bureau of Planning, Evaluation & Inter-Agency Relations<br>Ohio Rehabilitation Services Commission | Navajo Ballroom |

| | | |
|---|---|---|
| 12:00 Noon - 1:30 p.m. | Lunch | |
| 1:30 p.m. - 2:00 p.m. | **"Status"**<br>**Task 4 - Testing of New Evaluation Standards**<br>**Task 5 - Testing of the Vocational Medical Facilities Reporting System**<br>Rodney Pelton, Ph.D.<br>Rehabilitation Services Administration | Navajo Ballroom |
| 2:15 p.m. - 3:00 p.m. | Panel Discussion<br>(With audience participation)<br>**"Role and Function of Program Evaluation in a State Agency All This With Limited Funds"**<br>Neil Sherwood, M.S.<br>Assistant Administrator for Administrative Support<br>Oregon Vocational Rehabilitation Division<br>Guy Veach, M.A. Ed.<br>Administrator of Planning and Evaluation Unit<br>Division of Vocational Rehabilitation<br>State of Delaware | Navajo Ballroom |
| 3:00 p.m. - 3:15 p.m. | Coffee Break | |
| 3:15 p.m. - 4:00 p.m. | **Simultaneous presentations by MEUs** | |
| | **"Caseload Assessment: Measuring Beyond 26's"**<br>W.H. Brownfield, M.S.<br>Director Program Evaluation<br>Principal Investigator MEU<br>Dept. of Rehab. Services<br>Commonwealth of Virginia | Apache Room |

| | | |
|---|---|---|
| | **"Approaches to Case Review<br>Activities in State VR<br>Program Evaluation"**<br>Donald Hossler, M.Ed., CRC<br>Program Analyst<br>Bureau of Vocational<br>Rehabilitation<br>Pennslyvania | Papago Room |
| | **"What Are All Those Numbers<br>Good For?. . .Evaluation<br>in State VR Agency"**<br>Robert Struthers, Ph.D.<br>Principal Investigator, MEU<br>Michigan Rehabilitation<br>Services | Zuni Room |
| 4:15 p.m. - 5:00 p.m. | Panel Discussion<br>(With audience participation)<br>**"Program Evaluation As A<br>Top Management Tool"**<br><br>Arthur Lingle<br>Management Analyst<br>Bureau of Vocational<br>Rehabilitation<br>Pennsylvania<br><br>Robert Struthers, Ph.D.<br>Principal Investigator, MEU<br>Michigan Rehabilitation<br>Services<br><br>Guy Veach, M.A. Ed.<br>Administrator of Planning &<br>Evaluation Unit<br>Division of Vocational<br>Rehabilitation<br>State of Delaware | Navajo Ballroom |

## Thursday, July 2, 1981

| | | |
|---|---|---|
| 8:30 a.m. - 9:15 a.m. | **"Cost/Benefit Model for Use<br>By State VR Program"**<br>Ross Moran, Ph.D.<br>Researcher<br>Oregon Vocational<br>Rehabilitation Division | Navajo Ballroom |

## PROGRAM CHANGES

Please add to your program the following speaker for July 1, 4:15 - 5:00 P.M.

"Program Evaluation as a Top Management Tool"

Gabriel Markisohn
Consultant for Planning
and Evaluation Unit
Division of Vocational
Rehabilitation
State of Delaware

| | | |
|---|---|---|
| 9:15 a.m. - 10:00 a.m. | **"Relationship of PE To A Management Information System in a State VR Agency"**<br>Art Lingle<br>Management Analyst<br>Pennsylvania Bureau of Vocational Rehabilitation<br><br>Wendell Cox, M.S.<br>Principal Investigator, MEU<br>Mississippi Vocational Rehabilitation for the Blind<br><br>Alfred P. Grapoli<br>Manager of Management Support Services<br>Vocational Rehabilitation Division<br>State of Oregon | Navajo Ballroom |
| 10:00 a.m. - 10:20 a.m. | Coffee Break | |
| 10:20 a.m. - 11:00 a.m. | **"Use of EDP in Providing For State Agency Management Decision Making"**<br>Guy Veach, M.A. Ed.<br>Administrator of Planning and Evaluation Unit<br>Division of Vocational Rehabilitation<br>State of Delaware<br><br>Art Lingle<br>Management Analyst<br>Bureau of Vocational Rehabilitation<br>State of Pennsylvania<br><br>Robert Butler<br>Chief of Management Information Services Unit<br>Division of Vocational Rehabilitation<br>State of Oregon | Navajo Ballroom |

| | | |
|---|---|---|
| | Don McLaughlin, M.A.<br>Systems Analyst<br>West Virginia R & T Center | |
| 11:10 a.m. - 11:40 a.m. | **Conference Summary and "Hope of the Future for Program Evaluation"**<br>Joseph Moriarty, Ph.D.<br>Director<br>West Virginia R & T Center | Navajo Ballroom |
| | Adjournment | |
| 11:50 a.m. - 1:00 p.m. | Informal Sessions for Conference Participants<br>**"Technical Assistance and Courtesy Consultation"** | |
| | Ralph Turner, Ph.D.<br>ABT Associates, Inc. | Zuni Room |
| | Mark Rogers, M.S.<br>Berkeley Planning Associates | Navajo Ballroom I |
| | Model Evaluation Units | Navajo Ballroom II |
| | Rodney Pelton, Ph.D.<br>RSA Representative | Papago Room |
| | West Virginia R & T Center | Papago Room |

## Planning Committee

Nan E. Brenzel, Ed. D.
Research Associate
WVRTC
Dunbar, West Virginia

Wendell Cox, M.S.
Principal Investigator
Voc. Rehab. for the Blind
Jackson, Mississippi

Arthur J. Dixon
Assistant Secretary
Office of Human Development
Baton Rouge, Louisiana

Richard A. Nida, Ph.D.
Project Manager
MEU Coordinating Contract
WVRTC
Dunbar, West Virginia

Rodney Pelton, Ph.D.
Chief, Division of Evaluation, RSA
Washington, D.C.

Neil Sherwood, M.S.
Principal Investigator
Voc. Rehab. Division
Salem, Oregon

Susan Stoddard, M.S.
Berkeley Planning Associates
Berkeley, California

James Taylor, Ph.D.
Project Officer
MEU Contract
U.S. Department of Education
Washington, D.C.

## Special Appreciation

The Model Evaluation Units express their deep and heartfelt appreciation to the Council of State Administrators of Vocational Rehabilitation its assistance and cooperation in planning for this meeting.

## Advisory Committee

**Representatives from U.S. Department of Education**
**Office of Special Education and Rehabilitative Services**
**Rehabilitation Services Administration**

Wesley W. Geigel, Director
Division of Rehabilitation Facilities
Washington, D.C.

Willman Massie, Coordinator
Innovation and Expansion Grant Program
Washington, D.C.

Harold D. Viaille, Ph.D.
RSA Region VI
Dallas, Texas

Lawrence I. Mars
Statistician and Leader of the Data
Analysis Team
Washington D.C.

Robert L. Davis, Commissioner
RSA Region VI
Dallas Texas

Frank Campbell, Ph.D.
RSA Region X
Seattle, Washington

**Representatives from the Council of State Administrators**
**For Vocational Rehabilitation**

John M. Cobun, Ph.D
Assistant State Superintendent
Vocational Rehabilitation
Baltimore, Maryland

Terry Etling, Director
Bureau of Planning & Evaluation
And Interagency Relations
Columbus, Ohio

Robert W. Dingwall, Ed.D.
Division of Vocational Rehabilitation,
Director
Cheyenne, Wyoming

Lowell E. Green
Administrative Assistant
Oklahoma City, Oklahoma

**Representative from Regional Rehabilitation Research Institutes**

Don Harrison, Ph.D.
Associate Professor & Director
University of Michigan, RRRI
Ann Arbor, Michigan

**Representative from Research Utilization Laboratory**
**ICD Rehabilitation & Research Center**

Marvin Weisinger
Associate Supervisor
New York, New York

## Advisory Committee

**Representative from Oklahoma Rehabilitation Administration & Management Program**

L.H. Autry
Director
Norman, Oklahoma

**Research Utilization Specialist Representative**

Thomas E. Backer, Ph.D.
Human Interaction Research Institute
Los Angeles, California

**Consumer Representative**

Kathy Miller
University Center for International Rehabilitation
East Lansing, Michigan

**RSA Management Information System Representative**

Ron Geddes
ABT Associates, Inc.
Cambridge, Massachusettes

**Model Units Principal Investigators**

Guy Veach, M.A. Ed.
Division of Vocational Rehabilitation
Department of Labor
820 French Street
Wilmington, Delaware 19801
(302) 571-2874

Robert Struthers, Ph.D.
Michigan Rehabilitation Service
Michigan Department of Education
P.O. Box 30010
Lsansing, Michigan 48909
(517) 373-3970

Wendell Cox, M.S.
Mississippi Vocational Rehabilitation for the Blind
P.O. Box 4872
Jackson, Mississippi 39216
(601) 354-7704

Neil Sherwood, M.S.
Oregon Vocational Rehabilitation Division
Department of Human Resources
2045 Silverton Road, N.E.
Salem, Oregon 97310
(503) 378-3830

Harry Guise
Bureau of Vocational Rehabilitation
Department of Labor & Industry
Commonwealth of Pennsylvania
7th and Forster Streets
Harrisburg, Pennsylvania 17120
(717) 787-7312

W.H. Brownfield, M.S.
Director, Program Evaluation
Department of Rehabilitative Services
Commonwealth of Virginia
4901 Fitzhugh Avenue
P.O. Box 11045
Richmond, Virginia 23230
(804) 257-0271

Commonwealth of Pennsylvania
Department of Labor and Industry

# PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION

Labor and Industry Building - Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

## MODEL EVALUATION STATE

Pennsylvania has, is and will continue to benefit from it participation in the National Model Evaluation Unit Federal Contract with the U.S. Department of Education. The Program Evaluation Section of the Pennsylvania Bureau of Vocational Rehabilitation began contract work activity in October, 1978, contract funding concludes in September, 1981. We have developed several products from a variety of tasks that have helped us and should prove helpful to other social service agencies and personnel in the field of program evaluation. This handout describes briefly our contract work. We encourage you to contact us for detailed information.

Contract work activity has required technical assistance from a variety of public and private sources. Tracking and monitoring systems have been refined and several new dissemination and utilization strategies were utilized. The results of the field testing of the Program Evaluation Standards, Project Standards and a Facilities Information System will be available when the contract terminates

BVR

Program Evaluation Section

-MORE-

The Pennsylvania Bureau of Vocational Rehabilitation's Program Evaluation Section is completing several mandated contract activities and integrating them into other developing and refined methodologies (products), some of which are listed briefly below:

MANAGEMENT INFORMATION SYSTEM - A process has been developed and utilized to review and assess Bureau usage of materials disseminated by the Program Evaluation Section at the central and district office levels. Additionally, an "Informational Request Procedure" to respond to central and district office and external needs for information is operational.

CASE REVIEW PROCESS - This distinctive procedure is concerned with case service patterns and provides information for program monitoring. The process has been in existence for several years and was refined during the contract period. Examples of case reviews completed are: 1) "Suitability of the Vocational Objective", and 2) "Clients Closed as Homemakers".

CLIENT FOLLOW-UP STUDIES - Methods utilized to determine how well the rehabilitation process is meeting client needs and in compliance with Federal Program Evaluation Standards and State policies. Additionally, we are matching follow-up survey information with the client master file record for purposes of validity. Cross tabulation of items is being conducted utilizing the Statistical Analysis System (SAS), a computer software package.

PROFILE ANALYSIS TECHNIQUE (PAT) - This objective assessment procedure is utilized to compare performance achievement for factors between counselors, districts, and states. PAT exhibits program strengths and weaknesses to management in terms of performance factors which are standardized.

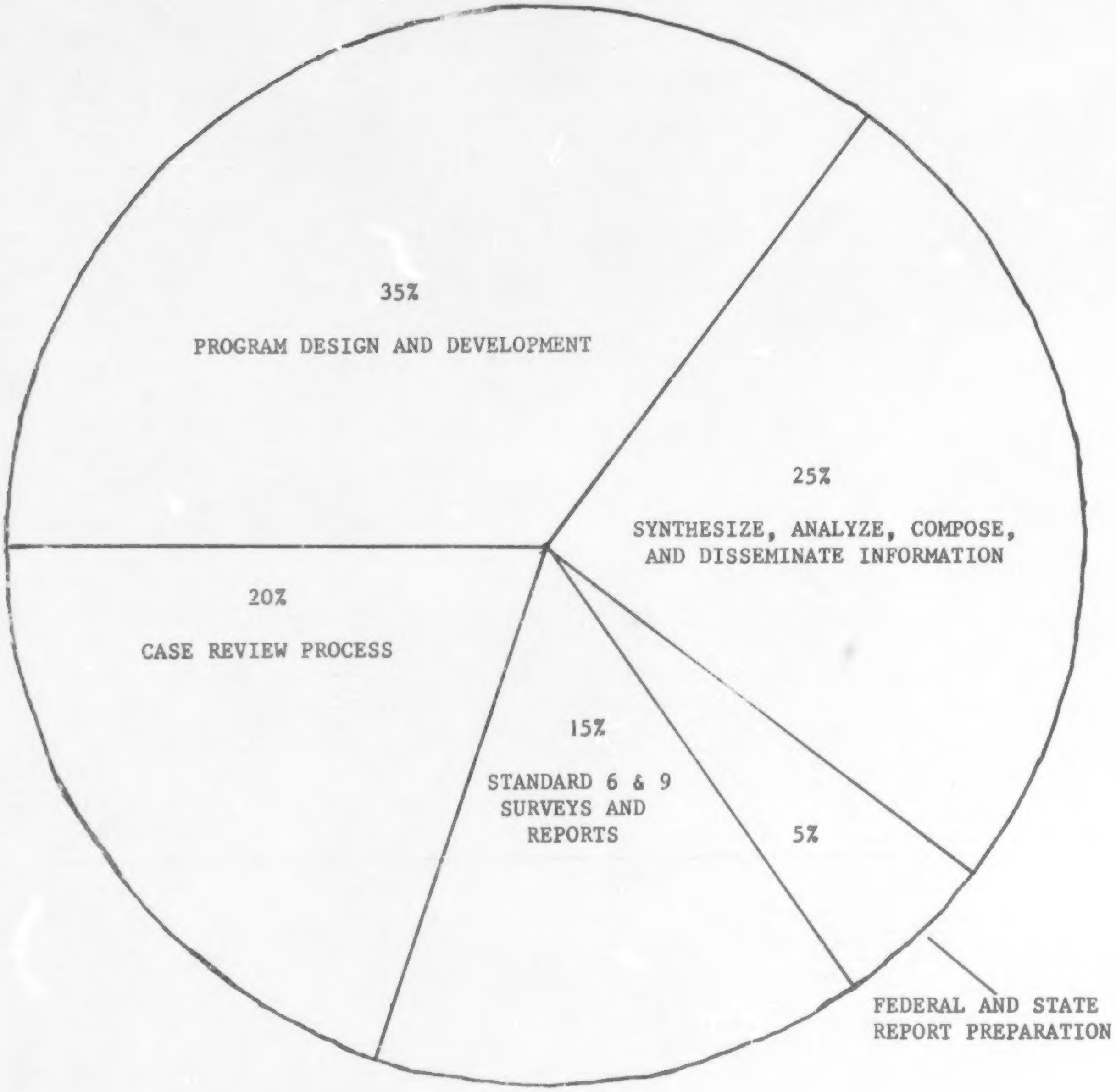
PILOT STUDY FOR COLLECTION OF SIMILAR BENEFITS - This system collects and documents the use of similar benefits via electronic data processing. The pilot study began April 1, 1981, in one of our 15 district offices. The district office is entering the following information: 1) sources, 2) service provided, and 3) dollars saved, utilizing the teleprocessing units located in the district office. Extensive training was completed of counselors, supervisors, administrators, and clerical staff in defining, documenting, and entering the information to the compueter files.

TECHNICAL ASSISTANCE CENTER (TAC) - This information system responds to a variety of requests from management and staff in the field and our central office. The information available ranges from medical aspects of disability to principles of planning, programming evaluation and management. "The Rehab Brief", published by the University of Florida RRI, is our vehicle to disseminate information related to journals, books and periodicals available in our TAC.

Although funding for the contract will conclude September 30, 1981, Pennsylvania will continue to refine and develop many of the contract era work activities in program evaluation. If you desire more information telephone or write to:

Harry W. Guise, Administrator
Program Evaluation Section
Bureau of Vocational Rehabilitation
1317 Labor and Industry Building
Seventh and Forster Streets
Harrisburg, Pennsylvania 17120
(717) 787-5123 or (717) 787-7312

## PROGRAM EVALUATION STAFF ACTIVITIES



APPENDIX 32

April 23, 1980

MEU Workshop

Harry W. Guise, Administrator
Evaluation Section
Attention: William W. Jenkins, Ed.D.
Research Psychologist - Room 1317

Richard L. Cohen
Case Service Evaluator
Region I

Based on our discussion during my last Central office visit, the following is a draft proposal for an MEU Workshop to utilize the present budget item for this purpose or to commit the funds for use during the next contract year:

A PROPOSAL FOR THE CONDUCT OF A WORKSHOP BY THE PA MEU FOR THE EVALUATION SECTION STAFF OF OTHER STATE AGENCIES ON THE FOLLOWING EVALUATION SECTION ACTIVITIES:

- Evaluation Section staff relationships with other peer group, Central office and field staff
- State agency evaluation section internal technical assistance activities
- Operations and functions of a State agency resource information center
- Establishing and operating a State agency library.

The target audience is State agency staff that are assigned direct functional responsibility for any or all of the activities enumerated above. The principal characteristic of the workshop is one of, by and for the agency staff that are the implementors.

Primary Target Group - Sister and medium-sized State agencies
Secondary Traget Group - Remaining State agencies
Group size - 20 to 25

Program Organization and Content:

Four 3½ hour units presented over two full days with one day preceding and following for travel. Each unit will deal with one of the topical areas previously listed.

The workshop staff members will be selected and organized from the presently assigned staff of the Evaluation Section and will be composed of seven (7) principles. The workshop director, administrative coordinator, four (4) unit presenters/coordinators, one for each topical area and a recorder responsible to keep a record of the proceedings and prepare a post workshop handbook.

The unit presenter is responsible for the planning, preparation and presenting of his assigned topic. He may, within the availability of funds, utilize outside peer specialists for portions of the unit.

Each unit will be presented in sequence and all participants will attend each unit. Presentations will stress maximum participation by utilizing either full or small group activity.

Location: The most suitable and available conference room in the Labor and Industry Building.

Pre Workshop Inquiry and Survey:

During workshop planning an inquiry-survey letter will be sent to the target group State agency sections outlining the proposed program, tentative dates, location and stipend. Agencies will be requested to respond indicating individuals or the number interested in attendance and suggestions regarding program content.

Budget: $6,000 is presently available in the MEU budget for this purpose. A possible apportion of those funds could provide:

| | | |
|---|---|---|
| Outside Specialist Presenters | | $ 800.00 |
| Miscellaneous Administrative Expense | | 200.00 |
| Reimbursement to Participants | $5,000 ÷ 25 = $200* | 5,000.00 |
| | | $6,000.00 |

*Three nights lodging and subsistence

If it is desired that we proceed with this project, the appointment of the workshop staff would be the next step followed by an organization meeting to confirm, modify or change elements of this proposal and to assign specific planning tasks.

RLC:ms

Commonwealth of Pennsylvania

Department of Labor and Industry

**BUREAU OF VOCATIONAL REHABILITATION**

Labor and Industry Building
Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

September 29, 1980

The Pennsylvania Bureau of Vocational Rehabilitation has completed 2 years of a three year Federal Rehabilitation Administration contract to develop a Model Evaluation Unit. This contract is entitled "Model Evaluation Management Information Support System."

Our contractural activities include the following:

1. Refinement of a functional program evaluation unit within our agency which includes addressing sectional organization, personnel resources and available data for effective managerial utilization in program planning and decision making.
2. Development of a Management Information System within our agency that ensures appropriate audience utilization needs.
3. Develop new methods and techniques for evaluating, such as utilization of Similar Benefits and Facilities Cost and No Cost Data Base.
4. Development of a Program Evaluation Section plan for effective external and internal dissemination and utilization of information.
5. Development of a comprehensive program evaluation plan for PA BVR Agency.
6. Field test proposed Federal Standards for program evaluation.

Through our contract activities, we have acquired information and knowledge that may be of interest and value to states similar to ours; consequently, we are planning to disseminate information to you in a form to be determined, based upon your responses to the attached questionnaire.

Please consult with your program evaluation personnel in completing the enclosed attachment. If you have any questions, please call my office at (717)787-5244 An enclosed envelope has been provided for your responses. Thank you for your time and comments in this endeavor.

Sincerely,

Clark D. Kennedy
Acting Director

enclosures

This checklist should reflect the areas where you desire more information in order to develop or refine areas of your agency.

Please list numerical magnitude of interest in the block to the left of the statement.

Key: 1 - indicates high interest
2 - indicates some interest
3 - indicates very little interest

- ☐ a. similar benefits
- ☐ b. weighted case closure system
- ☐ c. Federal Standards 6 & 9 survey development, implementation and analysis
- ☐ d. development, maintenance and utilization of a VR library
- ☐ e. facilities information system development and utilization
- ☐ f. new federal program evaluation standards
- ☐ g. organizational development of a VR program evaluation section
- ☐ h. profile analysis technique
- ☐ i. budget control and accountability of a federal contract
- ☐ j. management of a federal contract
- ☐ k. management information system development as related to a VR program evaluation section
- ☐ l. utilization of EDP within a VR program evaluation section
- ☐ m. development and implementation of a case review process on VR program evaluation
- ☐ n. role and functions of full-time field case review evaluators
- ☐ o. other ______________________________
- ☐ p. other ______________________________

______________________________ ______________________________
Your Name Office Address

______________________________ ______________________________
Title Office Phone

Please return in the enclosed envelope. Thank you.

October 2, 1980

# TENTATIVE CONFERENCE DETAILS
# STAFF PLANNING GUIDANCE

## I. CONFERENCE OBJECTIVE

*Provide to counterpart staff from Sister State VR Agencies knowledge and experience gained during the Model Evaluation Unit Contract period. The conference program will emphasize products and processes generated by the following contract tasks: Model Evaluation Unit Organization and Functioning, Task 2; Development of New Evaluation Capacities, Task 6; and Internal Dissemination and Utilization, Task 7.*

*Provide a conference structure and forum to facilitate the free exchange of knowledge and ideas between Program Evaluation Unit staff members of the attending states.*

## II. TARGET AUDIENCE

• • • • • •

## III. LOCATION

• • • • • •

## IV. TIME AND DATES

• • • • • •

## V. CONFERENCE ORGANIZATION AND CONTENT

*Pre conference promotional and inquiry activities to solicit target audience participation and to assist in formulating topical areas of interest to participants.*

*The conference will be conducted over two full calendar days allowing the preceding and following days for travel. The presentation of each topical area will utilize methods that facilitate maximum participation.*

*The following topical areas are to provide a basis for initial planning:*

• • • • • •

## VI. RESPONSIBILITIES

• • • • • •

## VII. COORDINATION WITH OUTSIDE RESOURCES

• • • • • •

## VIII. CONFERENCE EVALUATION

*A suitable instrument to measure the conference effectiveness will be designed and utilized.*

## PLANNING SCHEDULE

| | | KEY ACTIVITIES COMPLETED BY: |
|---|---|---|
| 26 | NOV 9 - 15 | |
| 25 | NOV 16 - 22 | |
| 24 | NOV 23 - 29 | |
| 23 | NOV 30<br>DEC 6 | |
| 22 | DEC 7 - 13 | |
| 21 | DEC 14 - 20 | |
| 20 | DEC 21 - 27 | |
| 19 | DEC 28<br>JAN 3 | |
| 18 | JAN 4 - 10 | |
| 17 | JAN 11 - 17 | |
| 16 | JAN 18 - 24 | |
| 15 | JAN 25 - 31 | |
| 14 | FEB 1 - 7 | |
| 13 | FEB 8 - 14 | |
| 12 | FEB 15 - 21 | |
| 11 | FEB 22 - 28 | |
| 10 | MAR 1 - 7 | |
| 9 | MAR 8 - 14 | |
| 8 | MAR 15 - 21 | |
| 7 | MAR 22 - 28 | |
| 6 | MAR 29<br>APR 4 | |
| 5 | APR 5 - 11 | |
| 4 | APR 12 - 18 | |
| 3 | APR 19 - 25 | |
| 2 | APR 26<br>MAY 2 | |
| 1 | MAY 3 - 9 | |
| 0 | MAY 10 - 16 | TENTATIVE CONFERENCE WEEK |

SISTER STATES CONFERENCE October 17, 1980

Organization Meeting Agenda

1. Confirm target audience
    A. Primary
    B. Secondary
2. Assign and define responsibilities
    A. Conference Director
    B. Program Coordinator
    C. Administrative Coordinator
3. Establish tentative program
    A. Six topical areas in priority
    B. Assign staff responsibilities for each
4. Administrative activities
    A. Establish dates and times
    B. Establish program facilities needs Internal - External
    C. Review budget.
5. Establish "weeks from conference" when the following key activities must be completed:

Weeks From Conference

________ A. Promotional - responses from primary target audience

________ B. Promotional - secondary audience attendance confirmed

________ C. Program completed and brochure printed

________ D. External facilities confirmed

________ E. Outside presenters confirmed

________ F. Attendee administrative details (registration) prepared, sent and returned

________ G. Program rehearsal

Topic Title

Other Related Topics

Presentation Objective

Presentation Method

Presenter Team

  Internal - Central Office

  Internal - Field

  External - Consultants

  External - Other

Audio-Visual Needs

Handouts (Printed Material)

Facility Requirements

Demonstration(s), Tour

Outline of Presentation and Time Requirements

## SISTER STATES CONFERENCE
## PROGRAM PLANNING

| TOPIC | PRESENTER | OBJECTIVE PLANNING GUIDANCE | | | | | METHOD |
|---|---|---|---|---|---|---|---|
| | | TOPIC EMPHASIS | | PURPOSE TO: | | | |
| | | PROCESS HOW? % | CONTENT WHAT? % | GENERAL INFORMATION | ORIENT | INSTRUCT | |
| CASE REVIEW PROCESS | HARRY GUISE | 75 | 25 | | | | PANEL |
| INTRODUCTION & AGENCY ORGANIZATION | CLARK KENNEDY<br>HARRY GUISE | | 100 | | | | LECTURE |
| T.A.C. | LEAH KUHNS | 50 | 50 | | | | ? |
| EDP UTILIZATION | ART LINGLE | 80 | 20 | | | | PANEL |
| PAT | BILL SCHILDT | 50 | 50 | | | | |
| SISTER-STATES PRESENTATIONS | HARRY GUISE | | 100 | | | | L |
| OTHER STATES PRESENT PROCESS/PRODUCTS | | RESERVE | 2 HOURS | | | | |
| SIMILAR BENEFITS | ANDY CHOPAK | 80 | 20 | | | | PANEL |
| P.E. STANDARDS | ANDY CHOPAK | 75 | 25 | | | | |
| PIS | ART LINGLE | 100 | | | | | LECTURE |

## SISTER STATES CONFERENCE
## PROGRAM PLANNING

| TOPIC | PRESENTER | OBJECTIVE PLANNING GUIDANCE | | | | | METHOD |
|---|---|---|---|---|---|---|---|
| | | TOPIC EMPHASIS | | PURPOSE TO: | | | |
| | | PROCESS HOW? % | CONTENT WHAT? % | GENERAL INFORMATION | ORIENT | INSTRUCT | |
| STANDARDS 6 & 9/L.S. | DANIEL GRIB | 75 | 25 | | | | LECTURE |
| BUDGET CONTROL | HAROLD SEITZER | 100 | | | | | LECTURE |
| CWC | DANIEL GRIB | 100 | | | | | LECTURE |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

R. Cohen
11-20-1980

## SISTER STATES CONFERENCE
## SUGGESTED READINGS

IDEAS FOR TRAINING MANAGERS AND SUPERVISORS
SUESSMUTH 900

PART 1 Section 1 Objectives

PART 2 Section 11 & 12 Small Groups

PART 3 Section 18 Questions

Part 4 Section A - V

EFFECTIVE PRESENTATION
WHEELWRIGHT (SELF-TEACHING COURSE)

UNIT VI Outlining & Data Gathering

UNIT IX Preparing to Face the Audience

UNIT X At the Podium

THE CONFERENCE BOOK
NADLER & NADLER 750
(Good reference on Conference Administration)

OTHER GENERAL REFERENCES

MAKING MEETINGS WORK 750
BRADFORD

CONFERENCE PLANNING 750
BURKE & BECKHARD

TAKING YOUR MEETINGS CUT OF THE DOLDRUMS 750
SHINDLER, RAINNEN, LIPPETT & COLE

OA-501 12-67 COMMONWEALTH OF PENNSYLVANIA

January 8, 1981

**SUBJECT:** Sister-States Conference

**TO:** P. E. Section Staff
Richard Cohen

**FROM:** Donald E. Hossler DEH

This is an update on the developing conference. We will have our meeting on January 27th and you should have your planning sheets completed and ready for discussion.

We have received all seven states questionnaires (primary audience) and by January 19th I will have personally called each state. I have called four states to-date and confirmed their attendance, need for special lodging, number and type of persons coming and preliminary information on how we plan to handle fiscal arrangements.

It appears that we will handle lodging, breaks and airline tickets via Purchase of Service Contracts. I expect to receive the Sheraton's, signed by them, by January 9th. It will then be ready to submit to the 17th floor.

In reviewing the "Final" state sheet, you will note an average score of 1 or 2 indicates good interest. It appears we could try to have several mini-presentations of those that did not score that well. At our Reading Meeting, Dick and I plotted time schedules into blocks. We can discuss this more fully on January 27th. For now, perhaps you could think over alternatives to presenting just one subject for a 1 hour & 30 minute period.

If you need a copy of the planning sheet for January 27 meeting, make sure you see me. I believe items are moving along very well for preliminary planning of our conference. If you need more information or have suggestions, com on over and lay them on me.

Sister States Conference
Topic Selection
January 27, 1981

## HIGH INTEREST

| | |
|---|---|
| Similar Benefits | 1.4 |
| Utilization of EDP | 1.7 |
| MIS | 1.7 |
| Organization PE Section | 1.7 |
| Case Review | 1.8 |
| New PE Standards | 1.8 |

## MEDIUM INTEREST

| | |
|---|---|
| FIS | 2.0 |
| Weighted Case Closure | 2.0 |
| Utilization Full Time Case Reviewers | 2.0 |
| PAT | 2.1 |

## LOW INTEREST

| | |
|---|---|
| MGMT. Fed. Contract | 2.4 |
| V.R. Library | 2.4 |
| Fed. 6&9 Survey Dev. | 2.5 |
| Budget Control | 2.5 |

NUMERICAL LISTINGS ARE AVERAGE OF ALL STATE RETURNS

January 27, 1981

# TOPICS SCHEDULE DEVELOPED AT THE JAN. 27
# SISTER-STATES PLANNING MEETING

NEXT MEETING - February 24, 1981 - BE THERE

| Wesnesday - Sheraton Building | | | Thursday - Labor & Industry Building | |
|---|---|---|---|---|
| TIME | ACTIVITY | RESPONSIBLE PERSON | ACTIVITY | RESPONSIBLE PERSON |
| 8:30 - 9:00 | Introduction | HWG | Travel | |
| 9:00 - 9:30 | & Organization | CK | Facilities Inf. System (FIS) | Art |
| 9:30 -10:00 | States Presentations | DH | | |
| 10:00-10:30 | Guests " | DH | Budget | Harold |
| 10:30-11:00 | Break | | Break | |
| 11:00-11:30 | | | PAT | Bill G. |
| 11:30-12:00 | STANDARDS | AC | | |
| 12:00-12:30 | | | Std. 6 & 9 | AC |
| 12:30-1:30 | LUNCH | | LUNCH | |
| 1:30-2:00 | | | T.A.C. Leah / CAP Don | |
| 2:00-2:30 | CASE REVIEW PROCESS | HWG | CAP Don / T.A.C. Leah | |
| 2:30-3:00 | | | EDP | Art |
| 3:00-3:30 | Break | | Break | |
| 3:30-4:30 | Similar Benefits | AC | EDP | Art |
| 4:30-5:00 | Similar Benefits | AC | Evaluation | HWG |

493

## SISTER STATES CONFERENCE, PROGRAM PLANNING MEETING

January 27, 1981

| | AGENDA | MINUTES |
|---|---|---|
| I. | Introduction | 5 |
| II. | Each PE staff member describe topic presentation for each assignment, five to ten minutes per topic. Cover presentation format, time requirements and views regarding how well we can present the topic. If helpful, use presentation planning worksheet as a guide. | 90 |
| III. | Review results of participants' inquiry and their preferences. | 20 |
| IV. | Establish a tentative list of our program topics and time required for each based on the preceding steps. | 30 |
| V. | Develop the two-day program schedule by topic, time required and sequence. Adjust and modify as necessary. | 40 |
| VI. | Review and/or establish time goals for presentation rehearsals. | 10 |
| VII. | Plan next meeting on administrative details. | 5 |

## SISTER STATESCCONFERENCE - DETAILED PROGRAM PLANNING

|  | FIRST DAY, DATE _______ LOCATION _______________ |  | SECOND DAY, DATE _______ LOCATION _______ |  |
|---|---|---|---|---|
| :30 - 9:00 |  |  |  |  |
| :00 - 9:30 |  |  |  |  |
| :30 - 10:00 |  |  |  |  |
| :00 - 10:30 |  |  |  |  |
| :30 - 11:00 |  |  |  |  |
| :00 - 11:30 |  |  |  |  |
| :30 - 12:00 |  |  |  |  |
| :00 - 12:30 |  |  |  |  |
| :30 - 1:00 |  |  |  |  |
| :00 - 1:30 |  |  |  |  |
| :30 - 2:00 |  |  |  |  |
| :00 - 2:30 |  |  |  |  |
| :30 - 3:00 |  |  |  |  |
| :00 - 3:30 |  |  |  |  |
| :30 - 4:00 |  |  |  |  |
| :00 - 4:30 |  |  |  |  |
| :30 - 5:00 |  |  |  |  |

SISTER STATES CONFERENCE
Planning Meeting
February 24, 1981

## AGENDA

1. Review Program Schedule and Assignments - Revise as Appropriate.

2. Discussion of Administrative Details

   A. Participants List and Number
   B. Advance Material
      Content and when sent
   C. Review Lodging Arrangements
   D. Review Transportation Arrangements
      To Harrisburg and return
      Local
   E. Subsistence
   F. Financial Reimbursement Procedures

3. Program Support Activities

   A. Handouts
   B. Participant Binder
   C. Visual Aids
   D. Recording Proceedings
   E. Facilities
   F. Breaks

4. Program Presentation Rehersals

   A. Purpose
   B. How Conducted
   C. Schedule

497

OA-801 12-67 COMMONWEALTH OF PENNSYLVANIA

February 24, 1981

SUBJECT: Sister-States Conference Meeting 2-24-1981

TO: All P.E. Staff

FROM: Donald E. Hossler

Following is a running narrative of the meeting. Major points conclude this piece of dissemination.

Don Hossler will call Holiday Grantville and Sheraton-West to determine if their prices are lower that Sheraton-East. If the rates are lower Don will do bid letters in preparation for a kickback from 17. Harry has targeted March 16 as the date to check with Mr. Malloy on status of our contract for rooms from the Sheraton-East.. Harry will meet with us on March 23 about whether to cancel or whether to move the conference back. Andy will include 6 & 9 in his evaluation standards presentation. Harold will handle introductions of personalities and monitor time. Harry said a letter needs to be written to Kaye about need to participate in the conference. It will then be sent to Pacinelli. We expect about 25-30 participants in the conference. Zelda is presently typing a master list of who will be attending from each state - if you want to make calls to them. Advance material should include a basic welcome letter with costs to each individual state sent out about the first week of April. An attachment to this letter should include program, brochures about the area, our ortanization chart, forms to be completed, limousine schedule. Any advance program material is responsibility of the presenter. Don Hossler will check with Monty on doing a brochure for us.

We will drive the participants to and from the Labor & Industry Building on May 21. Harry will see Ed Krushinski about subsistence and financial reimbursement procedures. Don Hossler will check with Monty on availability of 3-ring binders; meanwhile Andy will continue getting folders for the states, hopefully before April 1. All presenters should have their information typed appropriately on 8½ x 11 paper so it fits in a ring binder and is pre-punched. This should be accomplished no later than early May. Some material such as "interest" stuff could be passed outlater. Andy suggested each state should send us their organizational chart. Leah will be consulted on the best method to record proceedings in concise manner to be published in final report. We need to get the 16th floor for May 21. Harry will see Al Frank. Harry, Bill, Harold and Dick offered to pick up the breaks on May 21. Leah has offered her coffee maker. Rehearsals should be presented with as many section personnel as possible. Leah has a critique sheet we can use. Please note rehearsal dates and plan to attend. Leah should make copies of critique sheet for each session. Rehearsals are 10:00 A.M. on 16th floor April 7, 14, 21 & 28. Harry will make sure we can get them.

April 7 - 10:00 A.M. - Organization HWG, presentations by state - DEH, Evaluation Standards, AC, April 14 - 10:00 A.M. CRS - HWG, Similar Benefits - AC, April 21 - 10:00 A.M. - PAT - BS, TAC-LPIC, FIS - AC. April 28 - CAP - DEH, EDP - AL, Closing and evaluation - HWG . Each presenter should give Don Hossler the correct title of his/her presentation to make savory and inviting. The gingerbread man now has ½ price beer Tuesday and Thursday - all day.

See new corrected program schedule (attached).

ACTION ITEMS

DH - call local hotels and possibly develop bid letters; develop welcome letter and attachments; check with Monty on doing brochures and 3-ring binders.

HWG - see Dick Malloy 3-16; meet w/us 3-23 for decision; write letter to Kaye to be sent to Pacinelli; see Ed Krushinski about subsistence and financial reimbursement.

AC - get folders printed ASAP.

EVERYONE - get your presentations material typed appropriately in early May. Attend rehearsals bring A-V stuff to rehearsals; give Don Hossler correct title of your presentation before March 6, 1981.

LK - consult w/others on best way to record proceedings, get coffee maker for conference; get critique sheet ready for rehearsals.

SISTER STATES CONFERENCE - DETAILED PROGRAM PLANNING    February 24, 1981

| | FIRST DAY, DATE May 20 LOCATION Sheraton | | SECOND DAY, DATE Thursday May 21 LOCATION L & I Building | |
|---|---|---|---|---|
| 8:30 - 9:00 | Welcome and Staff Introductions | HWG | Travel | |
| 9:00 - 9:30 | Organization and Functionin of BVR and Evaluation Section | Et Al | PAT | BS |
| 9:30 - 10:00 | Presentation by States | DH | ↓ | ↓ |
| 10:00 - 10:30 | and Other Participants | ↓ | TAC | LK-AC |
| 10:30 - 11:00 | Break | | Break | |
| 11:00 - 11:30 | Evaluation Standards | AC | TAC | LK-AC |
| 11:30 - 12:00 | | | FIS | AL |
| 12:00 - 12:30 | ↓ | ↓ | FIS | AL |
| 12:30 - 1:00 | Lunch | | Lunch | |
| 1:00 - 1:30 | " | | " | |
| 1:30 - 2:00 | Case Review Process | HWG | CAP | DH |
| 2:00 - 2:30 | | | CAP | DH |
| 2:30 - 3:00 | ↓ | ↓ | EDP | AL |
| 3:00 - 3:30 | Break | | Break | |
| 3:30 - 4:00 | Similar Benefits | AC | EDP | AL |
| 4:00 - 4:30 | | | EDP | AL |
| 4:30 - 5:00 | ↓ | ↓ | Closing and Conference Evaluation | HWG |

341

Final

| | Ohio | North Carolina | New York | Illinois | Florida | California | Texas | USA - Kaye | NRATC - Nida | Avg. |
|---|---|---|---|---|---|---|---|---|---|---|
| Similar Benefits | 1 | 1 | 1 | 1 | 1 | 3 | 2 | | | 1.4 |
| Weighted Case Closures | 3 | 1 | 1 | 1 | 3 | 3 | 2 | | | 2.0 |
| Fed 6+9 Survey dev. | 2 | 2 | 3 | 3 | 2 | 3 | 3 | | | 2.5 |
| VR Library | 3 | 3 | 1 | 2 | 3 | 2 | 3 | | | 2.4 |
| EIS | 2 | 3 | 2 | 2 | 1 | 2 | 2 | | | 2.0 |
| New Fed PE Stand. | 2 | 1 | 1 | 3 | 1 | 3 | 2 | | | 1.8 |
| Org PE Section | 3 | 1 | 1 | 2 | 1 | 3 | 1 | | | 1.7 |
| PAT | 3 | 2 | 2 | 2 | 2 | 2 | 2 | | | 2.1 |
| Budget Control | 3 | 3 | 3 | 3 | 2 | 2 | 2 | | | 2.5 |
| Mgmt Fed Control | 3 | 3 | 3 | 3 | 2 | 1 | 2 | | | 2.4 |
| MIS | 2 | 2 | 1 | 1 | 1 | 3 | 2 | | | 1.7 |
| Utilization of EDP | 2 | 3 | 1 | 1 | 1 | 3 | 1 | | | 1.7 |
| CRS | 1 | 3 | ? | 3 | 1 | 2 | 1 | | | 1.8 |
| F.I.C.R. | 2 | 3 | ? | 3 | 2 | 1 | 1 | | | 2.0 |
| Others | | | | | | | | | | |
| Budget Program Reductions & prioritization | 1 | | | | | | | | | |
| Functional limitations Scales | | | | | | 2 | | | | |
| Independent living Scales | | | | | | 2 | | | | |

Final

OA-501 12-67

COMMONWEALTH OF PENNSYLVANIA

March 9, 1981

SUBJECT: PA Sister-States Conference Planning

TO: MEU States, WV RTC

FROM: Harry W. Guise
Evaluation Section
PA BVR MEU

The planning for our conference continues and we are aiming for it to take place on May 19-22.

We have developed several forms which are utilized in our planning and may be helpful to you.

If you have questions feel free to telephone me or speak with Don Hossler.

Phone 717-787-6695

attachments
HWG:DEH:zmp

# MASTER LIST OF THOSE INDICATING ATTENDANCE
# AT
# SEPTEMBER, 1981 SISTER-STATES CONFERENCE

Dr. Gerlene Ross, Bureau Chief (518) 474-3949
of Research and Innovation
Room 1924, 99 Washington Ave.
Albany, NY 12234

Adam R. Zawada, Adminis. (904) 488-5136
Planning & Development Coor.
Office of Voc Rehab
1317 Winewood Blvd.
Tallahassee, FL 32301

Joseph G. Taylor, Planner/Evaluator
Same As Above

Dennis Wysocki, (614) 438-1302
Program Evaluator
Ohio Rehab Services Comm.
4656 Heaton Road
Columbus, OH 43229

Greg Shaw, Research
Specialist
Same As Above

Paul F. C. Mueller, Ph.D. (916) 445-9692
Chief, Program Evaluation &
Statistics Section
CA State Dept. of Rehab/
Program Evaluation & Statistics
830 K Street Mall
Sacramento, CA 95814

Mr. Robert H. Philbeck (919) 733-5766
Deputy Director
NC Division of Voc Rehab Svs.
P.O. Box 26053
Raleigh, NC 27611

Joe Morrow, Chief
Evaluation & Program Review
Same As Above

Edward J. Flanders (512) 447-0186
Director of Program Audit
118 East Riverside Dr.
Austin, TX 78704

John Wylie (512) 447-0305
Director Program Operations
Same As Above

Thom Dederer, Manager (217) 782-9432
Program Planning, Eval.
Grants & Contracts Div.
623 East Adams
P.O. Box 1587
Springfield, IL 62705

Bill A. Forney, Super.
Evaluation Unit
Same As Above

APPENDIX 33

Commonwealth of Pennsylvania
Department of Labor and Industry

# PENNSYLVANIA
# BUREAU OF
# VOCATIONAL
# REHABILITATION

Labor and Industry Building - Seventh and Forster Streets
Harrisburg, Pennsylvania 17120

BVR

## Program Evaluation Section

50

## Information Requirement Analysis
## (Simplified)

We need a list and example of all information provided to the Federal and State government from each Unit in the Bureau.

In addition, we need an example of all source documents used to compile this information.

We need a list of new informational requirements not currently available.

The steps to be taken on the existing informational requirements are as follow:

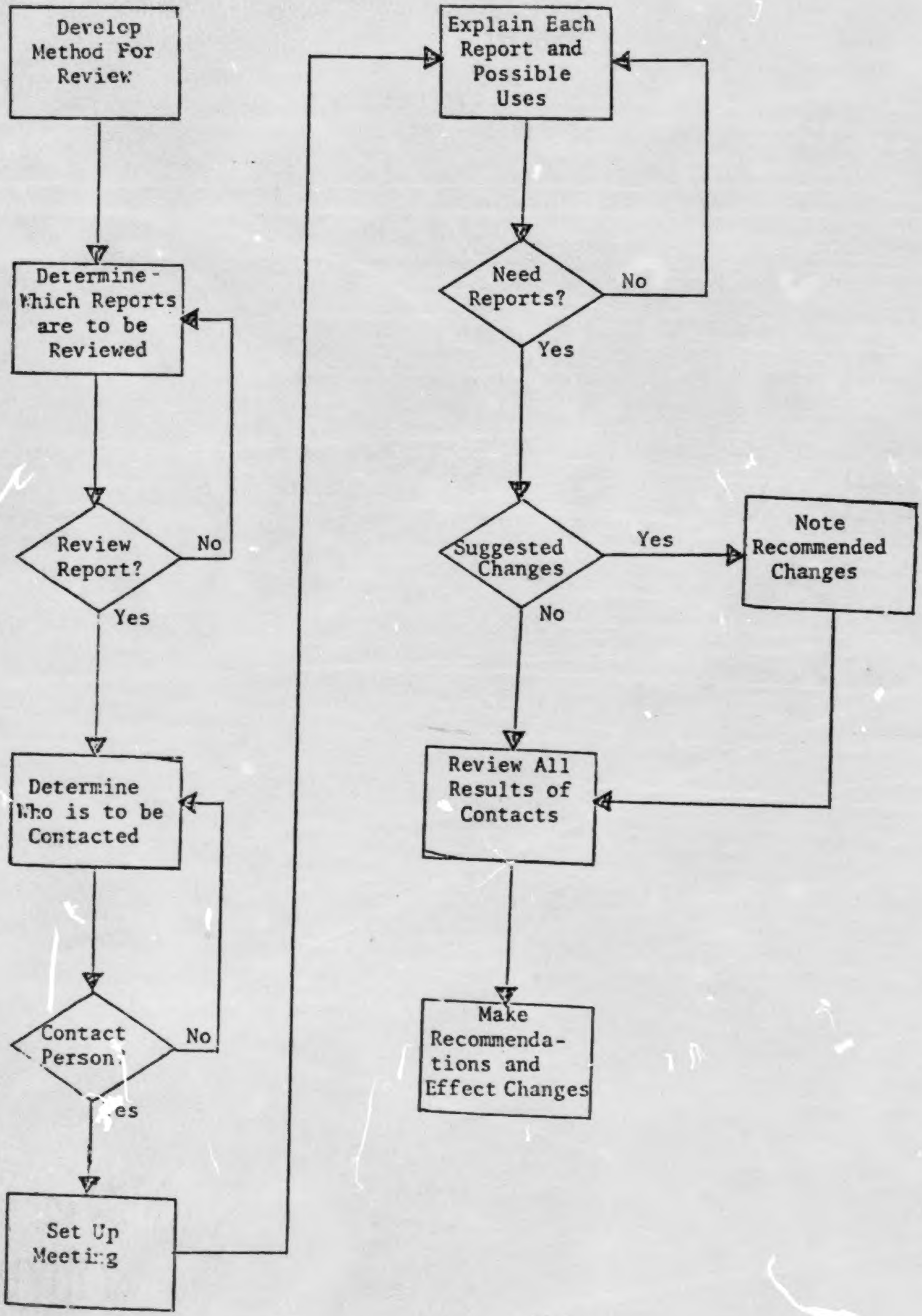
1. Make a determination, in conjunction with the Unit concerned, as to the disposition of the requirement.
    - A. Should Evaluation be handling it in its entirety.
    - B. Should Evaluation assist in its completion.
    - C. Should Evaluation act as a consultant on its completion.
2. Effect a change if necessary.

Note: All the above in 1A, 1B, 1C and 2 should be included in the Final Conceptual Framework.

The steps to be taken on the new informational requirements are as follow:

1. Identify the data elements and their sources in the proposed informational requirements.
2. Determine what outputs are desired by management and how to target them for the most practical usefulness.
3. Determine what manipulation will occur against raw data to develop the information in as concise and useful for decision making as possible.

## Report Analysis Procedure


Develop Method For Review
Determine Which Reports are to be Reviewed
Review Report?
No
Yes
Determine Who is to be Contacted
Contact Person?
No
Yes
Set Up Meeting
Explain Each Report and Possible Uses
Need Reports?
No
Yes
Suggested Changes
Yes
Note Recommended Changes
No
Review All Results of Contacts
Make Recommendations and Effect Changes

# Report Review Methodology

The following subject areas will be discussed and outlined by the Report Review Committee prior to meeting with a Report Recipient:

1. The position of the recipient in conjunction to the information contained on the report.
2. The Evaluation Unit's opinion on the report's usefulness to the recipient.
3. Dissemination of the report by the recipient.
4. Other reports, not already reviewed, that would aid in the recipient's decision making process.
5. Is the report functional to the recipient, or just generally informational?

Based on the above discussion, the Committee will have a general pool of knowledge and will better be able to conduct a fruitful meeting with the recipient. They might also decide to not schedule the meeting based on these preliminary findings.

## REVIEW OF THE DISSEMINATION AND UTILIZATION OF REPORTS

STEP 1. Develop Method for Review. The methodology for reviewing the reports will take into consideration the position of the recipient of the report, the Evaluation Unit's opinion of the uses of the report, etc. The methodology for review will be outlined as a separate function.

STEP 2. Determine which reports are to be reviewed. Certain reports are Federally mandated and certain ones are distributed as a courtesy to the recipient. The above consideration as well as others will be taken into account in determining which reports are to be reviewed.

STEP 3. Using the current distribution chart, we will isolate, based on the Evaluation Unit's expertise, those persons to be contacted.

STEP 4. A meeting will be arranged with the selected persons to review the report. We realize that at this time the recipient person involved may express disinterest, therefore ending the review process. This will affect our decision on whether to continue the distribution of the report to that recipient person.

STEP 5. An explanation of the report, focused towards the recipient's area of expertise, will be presented along with possible uses.

STEP 6. During, or shortly after the explanation, the recipient will be asked if he actually needs the report.

STEP 7. Feedbacks will be gathered as to possible changes in the report to better suit the recipients' needs.

STEP 8. A review of all contacts for a given report will be held with key Evaluation staff.

STEP 9. Results of the review, such as changes in reports or new distribution will be put into effect as soon as possible subject to proper approval.

## Management Information Review Procedure

### Objective

This procedure is designed to guide in the analysis and review of the current BVR Management Information System.

### Scone

The initial analysis undertaken will constitute the State reports manually prepared by the Evaluation Unit and disseminated throughout the Bureau.

### Procedure

I. Plan of Action

A. The Evaluation Staff will meet and discuss each report and its potential utilization by each recipient as it is currently structured and any changes or additions that might be tailored to the person's particular needs.

B. Set up a meeting and beforehand give the person a copy of the reports and a written or verbal agenda (all reports or pertinent ones).

C. Meet with the person and discuss all the areas as outlined in II. Give a background on grant and MIS.

D. Meet and discuss all the relevant information obtained at the above meeting with the Evaluation Staff.

E. Develop a plan for implementation of any changes, additions or deletions. This plan will include interaction with the user and ultimately require, depending on the report, administrative approval.

F. Implement the plan as developed in E.

G. Conduct a follow-up meeting with user to discuss problem areas requiring further change and impact of the plan.

II. Information to be collected.

A. How do they use the report?

B. How often do they use it?

C. Ideas on changes.

D. Can we summarize data for them?

E. What about Management by Exception?

F. Do they disseminate the report?

- G. Do they want us to train them to read it?
- H. Do they use comparison of data from one year to the next?
- I. Do they use or could they use one report in conjunction with another?

III. Things to keep in mind.

- A. Pass on information obtained from person to person.
- B. Might need another report to supplement currently received.
- C. If nothing else, this meeting will familiarize the person with the report and our interest.
- D. Don't discount any changes that are not tailorable to existing reports. We can add new reports.

| Run No. | Title | Run Frequency | Printout Distribution | Product Developed | Product Dissemination | Distribution Frequency |
|---|---|---|---|---|---|---|
| VR61230P | Cost Transactions | Annual | C.O. | Cost by Report Transaction | C.O. | Annual |
| VR61245X | Services for Individuals | Annual | C.O., R.O., D.O | Services Provided to Individuals Report | C.O., D.O. | Annual |
| VR61245P | Services for Individuals | Annual | C.O.,R.O.,D.O. | Services Provided to Individuals Report | C.O., D.O. | Annual |
| VR61260P | Disability by County (Open/Closed) | Annual | Evaluation | Ad Hoc | C.O., D.O. | Ad Hoc |
| VR61445P | Source of Referral by Disability | Bi-Annual | Evaluation | Referral Source by Disability | C.O. | Ad Hoc |
| VR61380P | Clients Rehabilitated by Disability, Occupation and Average Weekly Earnings (by County) | Annual | Evaluation | Competitive/Homemakers rehabilitations by Disability by County | C.O.,R.O.,D.O. | Annual |
| VR61380D | Same as above (by District) | Annual | Evaluation | Clients Rehabilitated in Competitive Employment by Disability | C.O.,R.O.,D.O. | Annual |
| VR4265 | Counselor Master List Total | Monthly | Evaluation | District Productivity Report. | C.O. | Monthly |
| VR4365 | Supervised Cases Statistics | Monthly | Evaluation | District Productivity Report | C.O. | Monthly |
| VR61310P | Reason for Closure by Disability (VR61311P) Run first before Sort | Annual | Evaluation | Reason for Closure by Disability Report | C.O.,R.O.,D.O. | Annual |
| VR6565 | Visual Impairments | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6575 | Hearing Impairments | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6585 | Orthopedic Deformity | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6595 | Amputation | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6605 | Mental and Personality Disorders | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6615 | Neoplasms, Allergic, Endocrine, Nervous Disorders, Heart & Circulatory | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6625 | Respiratory, Digestive, Genito-Urinary, Speech, Skin Conditions | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |

ALL DATA REPORTS

| Run No. | Title | Run Frequency | Printout Distribution | Product Developed | Product Dissemination | Distribution Frequency |
|---|---|---|---|---|---|---|
| VR6125 | Months in Statuses by Major Disabling Condition | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6695 | Closed Cases by Fund Code and District Number | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6725 | Mental Disabilities by Status (Open and Closed Cases) | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6165 | Services Provided by Major Disabling Condition Code | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6665 | Total Cost for All Services by District (Rehab Facilities Cost, SSDI Cost, SSI Cost) | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR4735 | Total Clients and Total Fiscal Year Expenditures by Current Status within Each Fund Code by County | Annual | Evaluation | Report on Client Served by County. C.O. | State Dept. of Commerce | Annual |
| VR4725 | Total Clients and Total Fiscal Year Expenditures by Current Status within Each County | Annual | Evaluation | Report on Client Served by County. C.O. | State Dept. of Commerce | Annual |
| VR6505 | Race within County - Closed Cases<br>SSDI " " " "<br>SSI " " " " | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6815 | Work Statuses at Time of Referral for Closed Cases for Each District by Disability | Annual | Evaluation | Report of Wages and Competitive Employment | State Dept. Off. of Budget | Annual |
| VR6845 | Closed Cases and Months in Status by Disability | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR61395P | Cases Closed 28-30 with Closed from Status by District | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |

| Run No. | Title | Run Frequency | Printout Distribution | Product Developed | Product Dissemination | Distribution Frequency |
|---|---|---|---|---|---|---|
| VR6515 | Age, Number of Dependents, Marital Status, Primary Source of Support and Highest Grade of School Completed on Cases Closed by District | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6525 | Sex, Previous Closure and Referral Source Code by District | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6545 | Public Assistance Report at Referral and Closure for Closed Cases | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR6555 | Time on Public Assistance, Monthly Family Income, Spanish Surname and Total Number in Family by District for Closed Cases | Annual | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VR4555 | Rehabilitations and Cases Served of High Priority Target Groups | Quarterly | Evaluation | Ad Hoc | C.O. | Ad Hoc |
| VRGME | Number of Cases Served in a Fiscal Year where only a General Medical has been Paid | Annual | Fiscal and Evaluation | None | None | Annual |
| VR60005P | Random Sample Selection | Ad Hoc | Evaluation | Case Review Process | C.O., R.O., D.O. Other State BVR Agencies, RSA C.O. | Annual |
| VR60000P | Random Sample Selection | Ad Hoc | Evaluation | Case Review Process | | |
| VR61120P | Client Information Sheet | Ad Hoc | Evaluation | Case Review Process | | |
| VR61235P | Status 26 Training Cases Vocational Goal Match | Annual | Evaluation | Federal Standard 2 | RSA C.O., C.O., R.O., D.O. | Annual |
| VR60005P | Random Sample Selection | Annual | Evaluation | Evaluation Follow-Up | RSA Central O., C.O., R.O., D.O. & Other State BVR Agencies | Annual |
| VR60000P | Random Sample Selection | Annual | Evaluation | Evaluation Follow-Up | | |
| VR61027P | Client Information Sheet Standard 6 | Annual | Evaluation | Evaluation Follow-Up | | |

| Run No. | Title | Run Frequency | Printout Distribution | Product Developed | Product Dissemination | Distribution Frequency |
|---|---|---|---|---|---|---|
| VR6535 | Work Status - Referral and Closure | Quarterly | Evaluation | District Office Profiles<br>Annual Report | C.O.,D.O.,R.O.<br>C.O.,D.O.,R.O. | Quarterly<br>Annual |
| VR682526 | Work Status, Source of Support, Earnings by Disability | Quarterly | Evaluation | District Office Profiles<br>Annual Report | C.O.,C.O.,R.O.<br>C.O.,D.O.,R.O. | Quarterly<br>Annual |
| VR853P2 | SSA-853 Report | Monthly | Evaluation, District Office | | | |
| VRPE003 | Post Employment | Monthly | Evaluation District Office | RSA-32 Report | Federal<br>C.O.,D.O.,R.O. | Annual |
| VRBENNES | Similar Benefits | Monthly | Evaluation District Office | Similar Benefits Report | C.O. | Monthly |
| VR61480P | Delinquent Case Review | Monthly | Evaluation District Office | Summary Report | C.O.,D.O.,R.O. | Quarterly |
| | | | | | | |

## Management Information Review Procedure

### Objective

This procedure is designed to guide in the analysis and review of the current BVR Management Information System.

### Scope

The initial analysis undertaken will constitute the State reports manually prepared by the Evaluation Unit and disseminated throughout the Bureau.

### Procedure

I. Plan of Action

A. The Evaluation Staff will meet with each recipient and discuss each report and its potential utilization. Any changes or additions that might be tailored to the person's particular needs will also be discussed.

B. As a preliminary of visitations a meeting with two Regional Administrators will be held. The purpose of the meeting is to obtain information to be used for visits to the other Regional Offices.

C. The same procedure will be used as a preliminary to visiting each District Office. Here, also, two District Offices will be visited.

D. Upon completion of the preliminary visitations, meetings with the other Regions and Districts will be arranged. Two District Offices will be at each meeting. The meeting will be attended by the District Administrator and Assistant District Administrator.

E. An agenda of the meetings will be supplied, either written or verbal, to each participant. A background of the Contract and MIS will be presented.

F. When all District and Regional Offices have been contacted, information obtained will be discussed with the Evaluation Section Staff.

G. A plan for implementation of any changes, additions or deletions will be developed. This plan will include interaction with the user and ultimately will require, if needed, administrative approval.

H. Implement the plan developed.

I. Conduct a follow-up survey of users. The survey will be used to assertain problem areas that may require further changes and impact of the plan.

II. Information to be collected.

A. How do they use the report?

B. How often do they use it?

C. Ideas on changes

D. Can we summarize data for them?

E. What about Management by Exception?

F. Do they disseminate the report?

G. Do they want us to train them to read it?

H. Do they use comparison of data from one year to the next?

I. Do they use or could they use one report in conjunction with another?

III. Things to keep in mind

A. Pass on information obtained from person to person.

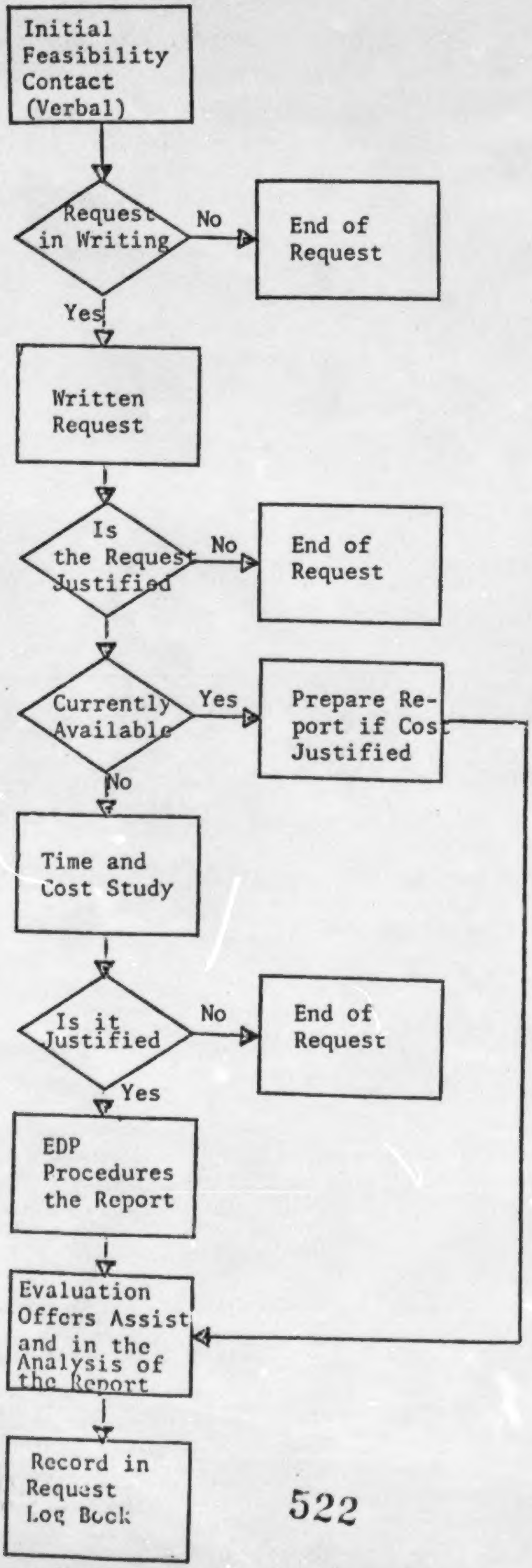
B. Might need another report to supplement currently received.

C. If nothing else, this meeting will familiarize the person with the report and our interest.

D. Don't discount any changes that are not tailorable to existing reports. We can add new reports.

Flow Diagram for Request of Information from Evaluation
(Internal and External)

APPENDIX 41


Initial Feasibility Contact (Verbal)
Request in Writing
No
End of Request
Yes
Written Request
Is the Request Justified
No
End of Request
Currently Available
Yes
Prepare Report if Cost Justified
No
Time and Cost Study
Is it Justified
No
End of Request
Yes
EDP Procedures the Report
Evaluation Offers Assist and in the Analysis of the Report
Record in Request Log Book

APPENDIX 42

## Procedure for Request of Information from Evaluation
## (Internal and External)

Step 1

Contact should be made with Evaluation and/or EDP for preliminary questions concerning a potential request for information. This informal session usually gives direction to the person making the request and familiarizes Evaluation and/or EDP with the potential request.

Step 2

Written requests for information should be sent to the Administrator of Administrative Services, with a copy to the Administrator of the Evaluation Section. The memo should contain a concise description of the information needed, the time period covered, a time frame for completion of the report, and the reason for the request.

Step 3

Based on the reason given for the request, a decision will be made by the Administrator of Administrative Services and Evaluation whether or not to honor the request.

Step 4

The request will be analyzed by the Evaluation Section to determine if the information is currently available through existing reports.

Step 5

If the information is readily available and the time necessary to collect and report the data is cost-justified, a report will be generated and forwarded to the requesting Section. The procedure in this step could vary depending on time available in the Evaluation Section. Raw data might be forwarded to the requesting Unit for their own compilation.

Step 6

If a computer run is necessary, a time and cost analysis will be conducted by the Evaluation and/or EDP Unit(s) and the results of this analysis will be reported to the Administrators of the Administrative Services and Evaluation Units for their perusal.

Step 7

If approved in Step 5, a report will be produced meeting the specifications outlined in Step 2, subject to any changes as a result of subsequent verbal or written communications.

Step 8

In either of the above situations, where the information is currently available or where a computer run is needed to generate the data, the Evaluation Section is available to assist in the analysis of the data.

Step 9

All requests will be entered in the Evaluation Request Log Book which will be used for reference and preparation of progress reports.

## BUREAU OF VOCATIONAL REHABILITATION
## EVALUATION REQUEST LOG

| Agency or Person Requesting Information | Brief Description of Information Requested and Date Requested | Time/Cost Estimate | Action Taken | Date Completed | Feedback Received or Evaluation Services Rendered |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

APPENDIX 43

## PROCEDURE FOR REQUEST OF INFORMATION

### STEP 1

Written requests for information should be sent to the Administrator of Administrative Services, with a copy to the Administrator of the Evaluation Section. The memo should contain a concise description of the information needed, the time period covered, a time frame for completion of the report, and the reason for the request.

### STEP 2

All written requests will be entered in the Evaluation Request Log Book which will be used for reference and preparation of progress reports.

### STEP 3

Contact should be made with Evaluation and/or EDP for preliminary questions concerning a potential request for information.

### Guidelines for Initial Review of a Service Request

A. Are the desired results clearly specified by the requestor?

B. Who will use the results?

C. What will the results be used for?

D. What will be the frequency of this request? How many copies are needed?

E. Are there alternative means to obtain the data?

F. If the data is not available, should it be an EDP request or is it something we could do in the Evaluation Section?

G. What is the priority?

1. Director or Assistant Director
2. Federal or State mandates or major agency objective
3. Essential to user
4. Useful but not essential to user. (All out of agency requests for information will be coded as priority 4)

### STEP 4

Based on the reason given for the request, a decision will be made by the Administrat of Administrative Services and Evaluation whether or not to honor the request.

STEP 5

The request will be analyzed by the Evaluation Section to determine if the information is currently available through existing reports.

STEP 6

If the information is readily available and the time necessary to collect and report the data is cost-justified, a report will be generated and forwarded to the requesting Section.

STEP 7

If a computer run is necessary, a time and cost analysis will be conducted by the Evaluation and/or EDP Unit(s) and the results of this analysis will be reported to the Administrators of the Administrative Services and Evaluation Units for their perusal.

The Guidelines to Review an EDP Request will be applied at this time in the process.

STEP 8

If approved, an EDP report will be produced meeting the specifications outlined in STEP 1, subject to any changes as a result of subsequent verbal or written communications.

STEP 9

In either of the above situations, where the information is currently available in the Evaluation Unit or where a computer run is needed to generate the data, the Evaluation Section is available to assist in the analysis of the data.

STEP 10

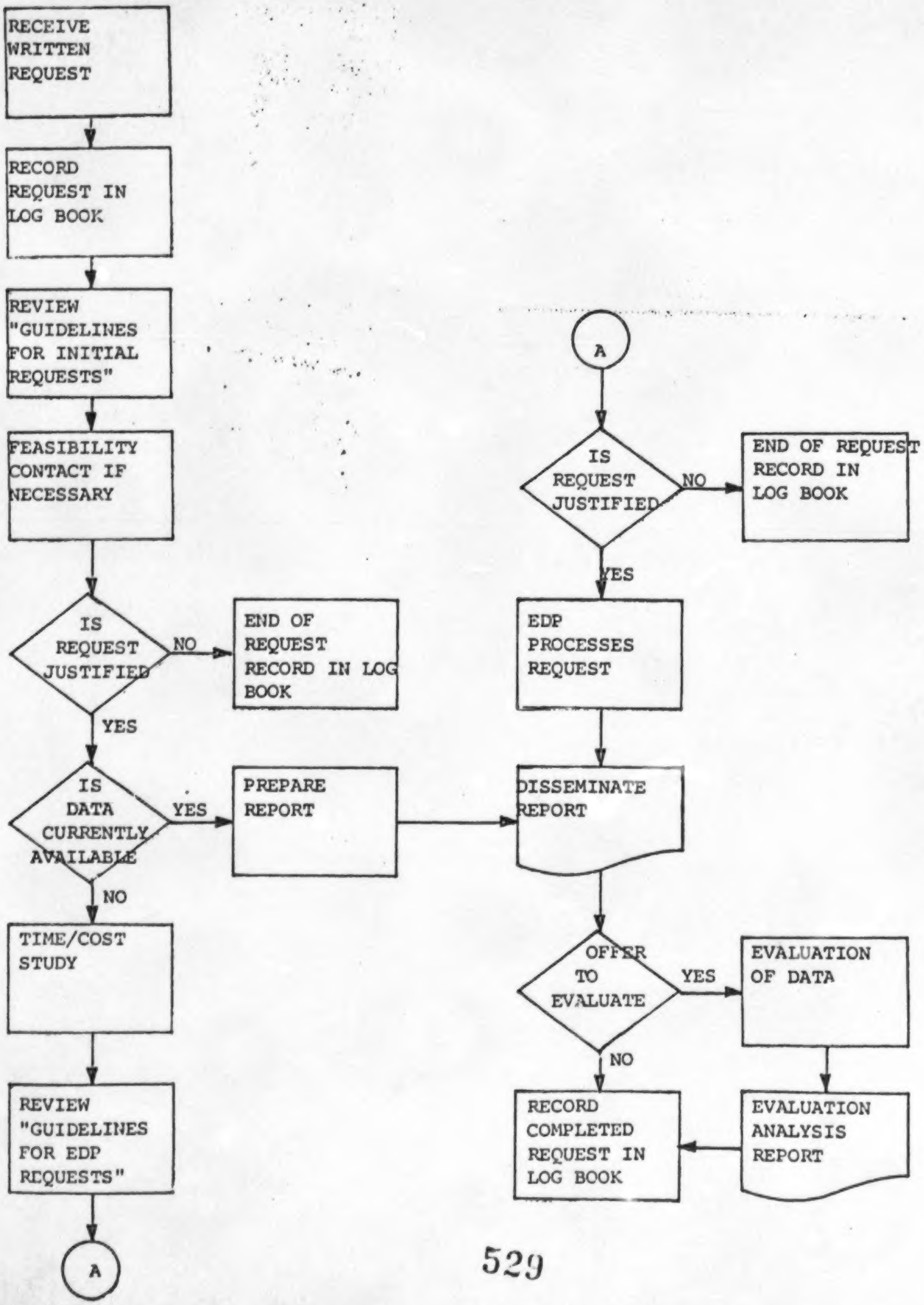
If the requestor wants the Evaluation Unit to do an analysis of the data, and Evaluation Analysis Report will be prepared.

STEP 11

All completed requests will be entered in the Evaluation Request Log Book which will used for reference and preparation of progress reports.

APPENDIX 45

## FLOW DIAGRAM FOR REQUEST OF INFORMATION FROM EVALUATION
## (Internal and External)


RECEIVE WRITTEN REQUEST
RECORD REQUEST IN LOG BOOK
REVIEW "GUIDELINES FOR INITIAL REQUESTS"
FEASIBILITY CONTACT IF NECESSARY
IS REQUEST JUSTIFIED
NO
END OF REQUEST RECORD IN LOG BOOK
YES
IS DATA CURRENTLY AVAILABLE
YES
PREPARE REPORT
NO
TIME/COST STUDY
REVIEW "GUIDELINES FOR EDP REQUESTS"
A
A
IS REQUEST JUSTIFIED
NO
END OF REQUEST RECORD IN LOG BOOK
YES
EDP PROCESSES REQUEST
DISSEMINATE REPORT
OFFER TO EVALUATE
YES
EVALUATION OF DATA
NO
RECORD COMPLETED REQUEST IN LOG BOOK
EVALUATION ANALYSIS REPORT

# GUIDELINES FOR INITIAL REVIEW OF A SERVICE REQUEST

1. Are the desired results clearly specified by the requestor?

   If it is not clear what is wanted, ask questions to specifically define the type of information needed. Besure to address what information, what time period, in what format, and when is this information needed by (date)?

2. Who will use the results?

   Is the person making the request doing so for someone else? If so, you may want to suggest that the finished product of what will be obtained is reviewed by the intended user before much effort is invested. Is the user of the requested information an employee of BVR? If not, will this outside source be willing to pay for this informational request?

3. What will the results be used for?

   The answer to this question usually gives us a better feel for priority of the request.

4. What will be the frequency of this request? How many copies are needed?

   To avoid unnecessary runs to produce extra copies and to justify the periodical cost of this request, it helps to get some indication of the number of copies needed and the frequency needed.

5. Are there alternative means to obtain the data?

   Consider the other data resources available. Would it be possible to answer the question from already existing evaluation reports or other special requests?

6. If the data is not available, should it be an EDP request or is it something we could do in the Evaluation Section?

   When making a choice to do it in the Evaluation Section, consider the other work load we already have and the time it would take to complete this request. Users should be encouraged to allow at least one week. If the request is to be submitted to EDP, assure that concerns from EDP guidelines area addressed.

7. What is the priority?

   Refer the requestor to the priority scheme for a 1, 2, 3, or 4. A "1" can be assigned only by signature of Mr. Hagan, Mr. Kennedy, Mr. Latz or Dr. Bonner. A "2" is a due date not negotiable - it must be provided by the specified due date; example, a Federal report, or it is a critical system correction or maintenance requirement, or it is essential for accomplishment of major agency objectives; example, case review process, similar benefits, independent living, deaf priority or agency goals in the number of rehabilitations. If the requestor has the original document from which he is requesting the change - i.e. RSA-PI changing SGA to $300 per month, ask for a copy of the document to verify the due date. A "3" is essential to the user as it results in loss of effectiveness or efficiency, and a "4" is useful but not essential to the user. All out of agency requests for information will be coded as a "4".

# GUIDELINES TO REVIEW AN EDP REQUEST

If the request does require EDP services, consider the type of EDP request. Each of the following types raises special questions:

1. Chance computer file constants such as counselor numbers, fiscal budgets, rehab goals.
    a. Has the change(s) been authorized by the appropriate person?
    b. Should anyone else be notified?
    c. What turn around evidence of change is needed?
2. Run an existing program with a modification such as change in date period or population.
    a. Is the change clearly identified?
    b. Is the data to be comparable to any other data?
3. Modify an existing program by changing something not anticipated in the original request, such as a change in sort order or added elements.
    a. Is the change clearly identified?
    b. Is the data to be comparable to any other data?
4. Prepare a new program to retrieve specified elements in a requested format (not anticipated to become a routine report).
    a. Which elements are wanted? Clearly defined?
    b. Is format specified?
    c. Could an existing report with modifications provide this data?
    d. Do we want flexibility to rerun with specific changes?
5. Program a new report to become routine.
    a. Which data elements are needed?
    b. Is format specified?
    c. What will distribution schedule be?
    d. Is it to be comparable to other data?
    e. Will user training be required? Who? When?

6. Add new file element(s) to the computer files.
   a. What input process has been established?
   b. Have all parties involved in input been consulted?
   c. Are any forms or instructions changes necessary? Training?
   d. Is there a clear documented definition of the element?
   e. Does this element make some other element unnecessary?
   f. Will we try to retroactively collect the new file element?
7. Delete an existing file element from the computer files.
   a. What is it being used for?
   b. Have all users been consulted?
   c. What other reports/systems may be affected?
   d. Has the input vehicle been eliminated?
   e. Should the file retain what it has?
8. Change an existing internal system of processing data.
   a. What are the current uses?
   b. Have all users been consulted?
   c. Is the change clearly defined?
   d. Is the justification documented?
   e. What problems could it create?
9. Establish a new internal system of processing data.
   a. Could a modification to existing systems suffice?
   b. Is the process clearly defined?
   c. Is the justification documented?
   d. Have potential users all been consulted?
   e. Will the results overlap with other data collection systems?
10. Combination of any of the above 1 through 9.

APPENDIX 47

### REVISED
### PENNSYLVANIA BUREAU OF VOCATIONAL REHABILITATION
### EVALUATION REQUEST LOG

| Agency or Person Requesting Information | Brief Description of Information Requested | Date of Written Request MM/DD/YY | Priority 1,2,3,4 | Time/Cost Estimate DAYS/$ | Expected Date or Due Date Comple. MM/DD/YY | Date Completed MM/DD/YY | Evaluation Outcome | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Request Denied | | | | |
| | | | | | | | Not Justified | Time/Cos | Evaluation Report | EDP Report | Evaluat Analys Repor |
| | | | | | | | | | | | |

Memo No. 81-450.15

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF LABOR AND INDUSTRY
BUREAU OF VOCATIONAL REHABILITATION

March 26, 1981

---

Planning Branch
Evaluation Memorandum

---

Subject: Informational Request Procedure

From: Harry W. Guise
Administrator

Central Office and district office staffs require a variety of types of information for their own needs and for requests of many sources outside our Agency.

In an attempt to respond to these requests, several factors must be considered; namely, time, cost analysis, and availability of information. These considerations are especially important for sources outside our Agency since a fee will be charged for any information.

To consolidate this responsibility for informational requests and to assist in obtaining the necessary information in a timely manner, the following procedures are being implemented:

Step 1 - Verbal contact should be made with the Program Evaluation Section concerning a potential request of information. This contact can give direction to the person making the request and familiarize the Program Evaluation Section with the potential request.

Step 2 - Following the verbal contact, a request will be made in writing and sent in the following manner:

A. Central Office staff - All requests will be sent to the Administrator of Program Evaluation.

B. District and regional staff - The respective administrator will send request to the Assistant Director of Field Operations with a copy to the Administrator of Program Evaluation.

C. Information requests from sources outside our Agency via the district or regional office - The district or regional administrator will notify the individual requesting the information to write a letter to the Administrator of Program Evaluation.

NOTE: THE ABOVE PROCEDURES DO NOT PERTAIN TO THE PROGRAM EVALUATION SECTION LIBRARY REQUESTS.

---

Resulting Action:

536

Effective Date Immediately
Distribution A & Supervisors
P & P Approval JMM

Each request will contain the following:

1. Concise description of information needed.
2. Time period covered.
3. Date information needed.
4. Reason for request:
    a. Purpose of information.
    b. Who will use information.

When the request is received by the Program Evaluation Section, it will be recorded in a logbook. This log will be used as a record of the requests and also for final disposition of the requests.

Step 3 - Based on the information provided in the request, a decision whether or not to proceed will be made by the appropriate Central Office staff.

Step 4 - If it is decided to deny the request, the person making the request will be informed. For sources outside our Agency, the district and the requester will be notified of the decision by the Program Evaluation Section.

Step 5 - If the request is approved, the Program Evaluation Section will determine the availability and the cost of collecting the information. For sources outside our Agency, the district and requester will be notified of the decision by the Program Evaluation Section.

Step 6 - If the information requested is already available, a report will be prepared and sent to the person making the request. For sources outside our Agency, a fee for staff time will be charged.

Step 7 - If the information requested is not readily available, a computer program will be written. After the information is received, a report will be prepared and sent to the person making the request. For sources outside our Agency, a fee for staff time and computer costs will be charged.

This information should be relayed at least verbally to all your professional staff. Duplication on your own equipment and further distribution will be according to your own discretion.

## Pennsylvania's Perspective on its Involvement in the Federal Department of Education's Model Evaluation Contract, 1978 to 1981

Presented to April 1981 Conference of the American Personnel & Guidance Association, St. Louis, MO by Donald E. Hossler, Program Analyst.

Pennsylvania has, is, and will continue to benefit from its participation in the National Model Evaluation Unit Federal Contract with the U. S. Department of Education.

The Program Evaluation Section of tne PA Bureau of Vocational Rehabilitation began contract work activity in October 1978, contract funding concludes in September 1981. We have developed several products from a variety of tasks that have helped us and should prove helpful to other social service agencies and personnel in the field of program evaluation. This handout describes briefly our contract work. We encourage you to contact us for detailed information. Telephone or write to: Harry W. Guise, Administrator of Program Evaluation, PA Bureau of Vocational Rehabilitation, Labor & Industry Building, Seventh and Forster Streets, Room 1317, Harrisburg, PA 17120 - (717)787-5123.

Contract work activity has required technical assistance from a variety of public and private sources. Tracking and monitoring systems have been refined and several new dissemination and utilization strategies were utilized. The field testing of the program evaluation standards and a Facilities Information System will be completed when the contract terminates.

**Management Information System** - A review and assessment of Bureau utilization of materials disseminated by the Program Evaluation Section is being completed.

**Case Review Process** - Continued development and implementation of reviews that are concerned with case service patterns within the rehabilitation process and provide information for use in program monitoring.

**Client Follow-up Studies** - Utilized to determine now well the rehabilitation process is meeting client needs and Federal Program Evaluation Standards.

**Revision of Profile Analysis Technique (PAT)** - This is a method of displaying aggregate data for analysis and evaluation purposes.

**Pilot Study for Collection of Similar Benefits** - This is a two-phased system to facilitate collection & documentation from counselor to management via data processing.

**Technical Assistance Center (TAC)** - This information system responds to a variety of requests from management and staff, in the field and our Central Office. The information available ranges from medical aspects of disability to principles of management. "The Rehab Brief", published by the University of Florida RRI, is a valuable vehicle utilized in assessing and meeting Bureau needs.

Although funding for the contract will end soon, PA will continue to refine and develop many of the contract era work activities in program evaluation. If you desire more information or have questions, telephone or write us.